ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER
ED002235

2. ORIGINATOR CONTROL NO(S).
N.A.

3. IDENTIFICATION NO.
N.A.

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Inter-Regional Conference: Superior and Talented Student Project, Proposed Action Programs for 1960-61

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Northwestern University
ST. Evanston, Illinois
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Northwestern Unviversity, Evanston, Illinois

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1960	70

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☒
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

superior students	secondary education	gifted students	
talented students	guidance program	honors programs	
development program	curriculum planning	action programs	

17. ABSTRACT (MAX. 250 WORDS)

Descriptions of eighteen different high schools across the country which are planning or had in operation programs for superior and talented students as of July 1960 are included. The States involved are California, Connecticut, Florida, Georgia, Idaho, Kentucky, Massachusetts, Oregon, South Carolina, Vermont, and Washington. Descriptions of the community and setting of the schools, personnel involved, cost of the program, the present guidance program, the existing superior student program, and the proposed superior student program for 1960-61 are included for each school.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

2

ERIC Form 1

TP
file

ED002235

INTER-REGIONAL CONFERENCE

SUPERIOR and TALENTED STUDENT PROJECT

PROPOSED ACTION PROGRAMS FOR 1960--61

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS

JUNE 26 - JULY 1, 1960

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

INDEX

CALIFORNIA

Beverly Hills High School Beverly Hills, California	John W. Meracle Director of Research
	Edith Knoles (Miss) Grade Counselor
Lincoln Jr. High School Santa Monica, California	Joseph E. Day Principal
	Alfred T. Quinn Teacher of Social Studies
Lynwood High School Lynwood, California	Ralph H. Cosman Principal
	Arthur Leeming Administrative Assistant
Redondo Union High School Redondo Beach, California	Charles N. Sutphen Principal
	Charles Morris Assistant Principal

CONNECTICUT

Bassick High School Bridgeport, Connecticut	Bernard Shapiro Principal

FLORIDA

Chamberlin High School Tampa, Florida	A. P. Leto Principal
	Beecher W. Payne Guidance and Counseling

GEORGIA

Albany High School Albany, Georgia	Graydon Pierce Assistant Principal
	Jack A. Mercer Director of Guidance
Columbus High School Muscogee County School District Columbus, Georgia	Sanford F. Reid Director of Guidance Muscogee County School District

Georgia (contd.)	Gussie Goss (Miss) Teacher of English
Moultrie High School Moultrie, Georgia	M. S. McDonald Principal Eleanor Monroe (Miss) Guidance and Counseling
IDAHO	
Burley High School Burley, Idaho	Earl Carlson Principal
KENTUCKY	
Bowling Green High School Bowling Green, Kentucky	Raymond W. Horndon Principal Georgia F. Sublett (Mrs.) Guidance Counselor
Fort Knox High School Fort Knox, Kentucky	S. M. Metarazzo Principal Lila Vaughn (Miss) Guidance
MASSACHUSETTS	
Stoughton High School Stoughton, Massachusetts	Joseph W. Gibbons Superintendent Thomas J. Whalen Principal
OREGON	
Wy'east High School Hood River, Oregon	C. Wayne Flynn Principal Charles Bowe Guidance Director
SOUTH CAROLINA	
Hanna High School Anderson, S. C.	H. W. Sandlin Principal Margaret Hood (Miss) Teacher - Counselor

VERMONT

Bennington High School Bennington, Vermont	Geoffrey Graham Principal
	Mary E. Hutton (Miss) Counseling

WASHINGTON

Issaquah Senior High School Issaquah, Washington	Charles M. Fallstrom Principal
Stevenson High School Stevenson, Washington	Donald E. Leer Principal
	Marion W. Crews Counselor

Beverly Hills High School
Beverly Hills, California

Submitted by
John W. Meracle

DESCRIPTIVE REPORT OF THE STS PROJECT OF BEVERLY HILLS HIGH SCHOOL

1. Setting of the School

Beverly Hills, a suburban residential community in southern California, with a population of approximately 35,000 is the center of the motion picture and television industry. Beverly Hills residents enjoy a high socio-economic level and have high social and academic aspirations for their children.

Beverly Hills High School, with a total enrollment of about 1500 students, is divided about equally among grades nine, ten, eleven and twelve. It is a comprehensive co-educational high school offering a highly academic program of preparation for college and university. The curriculum is further developed through co-curricula activities, such as departmental clubs in foreign languages, science, and mathematics. Considerable emphasis is devoted to the development of talent and interest in cultural activities in art and music.

Beverly Hills High School is the secondary experience for students who graduate from the four elementary schools within the Beverly Hills Unified School District.

2. Personnel and Cost

Director of the project will be Mr. John Warne Meracle, Director of Research and Special Programs, assisted at the High School by Miss Edith E. Knoles, Counselor for the Tenth Grade. Advisors to the project will include the principal's committee for the Study of Programs for the Academically Able.

The amount of time and the cost of this project are yet to be determined.

3. Description of Present Guidance Program

Testing Program

Grade	Test
9	California Test of Mental Maturity
9	Kuder Preference Record
10	Nelson-Denny Reading Test
11	National Merit Scholarship Qualifying Test
11	Preliminary Scholastic Aptitude Test given on request

Counselors devote a major portion of their time to educational planning for college and the selection of appropriate courses with the students. They assist the students with minor personal, social and psychological problems, and counsel them to seek the help of community agencies for more serious difficulties.

Orientation meetings are held in each elementary school prior to eighth grade graduation and again on the opening day of school. Parents' nights are held in cooperation with the P.T.A. to describe the guidance and special services available at the high school. Parents are also informed of the admissions requirements and unique features of the various types of colleges and universities available in meeting with selected representatives of these institutions. Admissions requirements, scholarships and College Board Examinations, are explained to the seniors through group guidance meetings held early in the Fall.

Representatives of the Guidance Department visit nearby colleges and universities once a year to interview Beverly Hills High School graduates in attendance at these schools to determine the effectiveness of their high school program. This information is helpful in further planning of the high school curriculum.

4. Present Program for Superior Students

1. Superior students for special programs are identified by IQ scores, achievement scores in reading and mathematics, and in prognostic tests (i.e. in algebra), and recommendations by teachers and counselors.
2. Honors sections are set up in English, social studies, mathematics, foreign languages, and science. In addition, a selected group of seniors is chosen to take from 2-8 units at the University of California at Los Angeles, while completing high school requirements. (The University screens the applicants for this program on the basis of high school achievement in academic subjects, the scores received on the Miller Analogies Test, and a test in English composition. Credits earned at the university apply to the college record, not to the high school, and enable the student to accelerate his college program.)
3. There are seminar groups formed at each grade level which meet once a week to explore subjects of interest to the group and to direct reading and research in the areas of interest. Community resources are invited to participate in lectures and discussions, and field trips are organized.
4. Honors classes are designated by the initial "H" on the student's record; but at present, the grade earned receives no special weight.

5. Proposed STS Program for 1960-61

Students will be screened with the use of the following tests:
Iowa Test of Educational Development
California Test of Mental Maturity
Stanford Reading Achievement Test
Stanford Arithmetic Test
Your Educational Plans
Those students who score at the upper quartile on national norms will be included.

Final selection will be made with the recommendations of the teacher and counsellor and with parent approval.

The counselor will organize a group meeting with the students and their parents to explain the project and their participation. Three individual meetings will be scheduled during the year with students, one of which will include the parents. The purpose of these interviews will be to check the progress of the student, discuss any difficulties that might arise and to help plan his future course of action.

Motivational techniques to be used

1. Group discussion of the project with student and parent
2. Discussion of student progress in individual counseling
3. Publication of students selected and completing program in school and community
4. Counselor plan with teacher to outline special techniques to be used
5. Conferences with teachers to review student progress
6. Diagnosis of students who fail to maintain level of achievement at their expectancy level

The administration of the project will be the same as outlined in the beginning of this report. The public relations will be handled through the district public information service.

Evaluation of Project

1. Meet with Advisory Committee as needed to evaluate student progress, motivation and program
2. Use Standardized tests
3. Use of STS Project material

Lincoln Junior High School
Santa Monica, California

Submitted by
Joseph E. Day

DESCRIPTIVE REPORT OF THE STS PROJECT OF LINCOLN JUNIOR HIGH SCHOOL

I. Setting of the School

Santa Monica, a resort city of 85,000, has a unified school district containing two junior high schools (7-9), one senior high school, and a junior college. Lincoln Jr. High, situated on a ten acre site includes 1400 pupils, 63 teachers (6 teacher-counselors), 2 vice principals, 1 dean of girls, and a principal. The economic make up of the school population is generally from the middle to upper class. There is distinct evidence in the community of parent anxiety concerning high expectations and achievement of students; this may to some degree be attributed to the high proportion of families in technical, film industry, and professional occupations. Public-school relations in the community are considered very good. A survey has indicated that approximately 80% of the high school students continue post high school studies in the junior college and higher institutions of learning. The pupils are grouped by classes and grades in the following manner: mentally retarded, remedial, regular, XL (superior and talented). A special project group of 22 seventh graders initiated this year will be continued through the 9th grade. The general curriculum for the 7th, 8th, and 9th grade includes physical education, english, life and physical sciences, social studies, arithmetic, algebra, geometry, three foreign languages, practical and fine arts, and 41 elective courses. Co-curricular activities consist of participation in homerooms, intra-mural sports, special interest and hobby, social, and service clubs. Special recognition and honors are given on a scholastic, athletic, and service basis.

The persons envolved in the program will be J. E. Day - principal, A. Z. Bloom - vice principal, R. Mitchell - coordinator. No time allotment for the project has been established. The cost of the project will present no problem.

II. The guidance program of the school

Testing:- The testing program as set up for 1960-61 will administer the Calif. Short Form test of Mental Maturity (1957 Form S) for the eighth grade. The Calif. Achievement Test (Complete battery Form W) will be given to the 7th, 8th, and 9th grade. The Iowa Education Development Test will be given in 1961-62 to all three grades. Other individual test are given when necessary. (Enclosure #1)

Counseling: - Six teachers counsel on a part-time basis. Three of these teachers counsel on a 5/6 basis and three on a 1/6 basis; this provides for a student-counselor ratio of one full time counselor to 466 students. Counselors handle students in matters pertaining to emotional difficulties, under-achievers, and programing.

Orientation programs involving students and parents include 7th grade orientation, PTA parent orientation (afternoon tea and evening program), six parent-education meetings annually, five annual PTA evening meetings, an annual father & son banquet, semi-annual open house, and the annual meeting of pupil-testing explanation for parents. Further guidance services are obtained from the central office guidance department and the juvenile bureau.

III. Present Program for the superior and talented student

Purpose: - To identify, develop and accelerate the superior and talented boys and girls as potential leaders of tomorrow. This program is in effect in the seventh grade.

Plan: - Identification

1. Criteria for selection:
    - a. 130 I.Q. or above.
    - b. test scores indicating 2½ - 3 years advancement.
    - c. emotional and physical stability.
    - d. age maturity and social adaptability.
    - e. special leadership potentiality.
2. Selection Committee: Principal, Vice Principal, Counselor, Teacher, Director of Secondary Education, Director of Research, and Director of Guidance.

Selection procedures

1. Checking of test scores, subject grades, and teacher evaluation for compilation of list of possible candidates sufficiently long to allow for a final acceptance list of 22 pupils.
2. Individual interviews with prospective candidates by the selection committee.
3. Parent consent for all students assigned to this program.

Administrative procedures

1. Begin program at 7th grade level.
    - a. coordinate with similar program in an elementary school when this program is put into effect.
    - b. extend the program into the upper grades with each new school year.
2. Programing of 7th grade (7 periods) - regular school day 6 periods.
    - a. assign pupils to XL (STS) classes in science and mathematics.
    - b. assign pupils to special classes in English and Language. (2 periods)
    - c. physical education. (1 period)
    - d. assign pupils - a selected program of exploratory courses (music, art, industrial arts, homemaking). (1 period)
    - e. assign pupils to additional class in social studies. (1 period)
3. Enrichment program for 7th grade.
    - a. before-school foreign language or social studies class.
    - b. coordination of curricular offerings with community organizations - resource teacher to act as coordinator.
        - (1) representatives from industry (Rand, Douglas, Summers, S.D.C. etc.) for special project
        - (2) field trips to industry during regular school day
        - (3) assignment of pupils (one or two to each selected industrial representative) for guidance in pupils' special interest fields
    - c. summer school (under the direction of a Lincoln teacher and a representative from Rand Corporation a 6 weeks - 2 hr. per five day week - course is underway in which the class is exploring and learning to use the L.G.P. 30 electronic digital computor).

IV. Ninth Grade Proposed STS Program for 1960-61

Purpose: To identify, motivate, develop and guide the superior and talented student.

Plan: - Identification

1. Criteria for selection:
   a. Iowa Education Development Test.
   b. Calif. Test of Mental Maturity: cut off 125.
   c. Kruder Performance Test.
   d. Counselor screening.
   e. Teacher recommendation.
   f. School marks and leadership potential.
   g. School nurse approval (emotional & physical).
   h. Parent and student approval for entrance.
   i. Maturation and social adaptability.
   j. Community and PTS acceptance.

Counseling Program

1. Interviews:
   a. a minimum of two counselor interviews per year.
   b. at least one parent-student interview per year.
   c. under-achiever interview each semester or more.
2. Purpose of Interviews:
   a. to orient the student and parent to the program.
   b. to indicate and explain to the student and parent the standardized test scores.
   c. to plan an educational program for the student.
   d. to establish a working relationship with student and parent.
3. Motivation Techniques:
   a. use faculty members sympathetic to the STS program.
   b. develop course of study that will challenge, enrich and provide enjoyment for participant.
   c. provide adequate counselor-student time for contact and guidance.
   d. continue to bring in material and techniques as discovered in the area of motivation.
   e. use of teacher resource in motivation techniques.
   f. make high level appeal to students in stimulating individual drive.
   g. alert counselors to "pick-up" under-achievers assigned to the program as soon as possible.

Administrative Approach

1. All students included in this program will be assigned to at least two XL classes.
2. Team teaching will be utilized when profitable in the XL classes.
3. For enrichment purposes, representatives from industry (Rand, Douglas, Summers, Systems Development Corporation, etc.) will be utilized for special projects and seminars.
4. Make use of summer school enrichment courses in solid subjects.
5. Set up seminar lectures for social studies, math, and science in evening sessions utilizing the best talent available from the community and nearby universities.

Public Relations

Make use of the following media in getting information to members of the community: local newspapers, school publications, PTA news, service clubs and other community organizations having direct contact with school personnel. Teachers, administrators, and all non-certificated employees in the district should be familiar with the project.

Evaluation Techniques

1. An advisory committee composed of teachers, administrators, resource persons, and parent representatives will meet at least once a year to evaluate the program.
2. Use will be made of standardized and teacher-made test.
3. Use will be made of the STS material.
4. Teacher, counselor, administrator committee will meet as often as necessary to evaluate the motivation and achievement of individual students.
5. Counselor records will include individual development in reference to: personality, general academic achievement, creativity, and leadership. These records will be continually scrutinized for evidence of underachieving individuals and the reasons thereof.

Standardized Tests Available for Classroom Use

English:
- California Intermediate Language
- Cooperative English
- D & T Language Usage
- Stanford Advanced Language
- Tressler Minimum Essentials

Foreign Languages: (See Department Head)

Mathamatics:
- Arithmetic:
  - California Achievement
  - Cooperative Mathematics
  - Iowa Fundamentals
  - Los Angeles: Fundamentals and Reasoning
  - Stanford Advanced Arithmetic
- Algebra: Prognosis:
  - California Algebra Aptitude
  - Iowa Algebra Aptitude
  - Leo Test of Algebraic Ability
  - Lueck Algebra Prognostic
  - Orleans Algebra Prognosis
- Algebra: Regular
  - Breslich Algebra Survey (1st & 2nd semester)
  - Cooperative Algebra (1st year)
  - Lankton
  - Seattle Algebra (1st semester)
- Geometry Prognosis:
  - Orleans Geometry Prognostic
- Geometry: Regular
  - Cooperative Geometry (1st year)
  - Seattle Geometry (1st semester)

Science:
- Cooperative General Science (9)

Reading:
- California Achievement
- Iowa Silent Reading
- Stanford Advanced Reading

Social Studies:
- Cooperative Social Studies (7, 8 & 9)

Study Skills:
- Spitzer Study Skills
- Stanford Advanced Study Skills

Vocabulary:
- Cooperative Dictionary
- Cooperative Vocabulary
- Michigan Vocabulary Profile

Lynwood High School
Lynwood, California

Submitted by
Ralph H. Cosman

DESCRIPTIVE REPORT OF THE STS PROJECT OF LYNWOOD HIGH SCHOOL

A. Setting of the school

Lynwood is an urban section of the greater Los Angeles area. It had a population of approximately thirty-eight thousand at the last census count. Major sources of income for the population, in order of importance, are: (1) manufacturing, (2) service industries, (3) wholesale and retail trade and (4) construction. The major occupations of the people are skilled and unskilled work in manufacturing and construction.

Lynwood High School had a student population of 1964 in October, 1959; the estimated enrollment for the same date in 1960 will be approximately 2050. By grade level, the 1964 pupils were divided as follows: 518 ninth grade, 522 tenth grade, 487 eleventh grade and 402 twelfth grade. In addition, there were 35 students enrolled in special classes for mentally retarded minors.

Lynwood has a comprehensive high school with an instructional staff of 82 certificated teachers, a guidance staff of five full-time equivalents, one librarian, one nurse and five administrators.

B. Personnel and cost

The following individuals will be directly responsible for the direction of the school project:

Ralph H. Cosman, Principal
Arthur T. Leeming, Administrative Assistant
Agnes E. Jones, Director of Guidance

The above members of the administrative staff in cooperation with counselors and teachers involved will spend whatever time is necessary to successfully culminate the project.

No additional cost above that generally budgeted for school operation will be necessary to complete the objectives listed.

C. Guidance program

Regular testing schedule

Ninth grade: (1) SRA Youth Inventory
(2) Kuder Vocational Preference Test
Tenth Grade: (1) California Test of Mental Maturity
(2) California Achievement Test Battery
Twelfth Grade: (1) Kuder Vocational Preference Test
(2) SRA Primary Mental Abilities
(3) SRA Reading Record
(4) GATB California Department of Employment

Special testing program

Ninth grade: (1) Differential Aptitude
(2) National Educational Development Test
Departmental: Cooperative tests in English, mathematics, social studies, language and science
9, 10, and 11: NEDT tests (voluntary)
Twelfth: National Merit Scholarship Qualifying Test (voluntary)

The counseling program is under the direction of a Director of Guidance with a staff of three full-time and two half-time counselors. On the basis of the October peak enrollment of 1964 students, the student-counselor ratio was 491 for the four counseling equivalents, but including the activities of the director of guidance, who assumes counseling duties, the ratio is 393. It was estimated by the counselors that their duties fell into the following categories:

Discipline	3%
Educational Guidance	35%
Vocational Guidance	5%
Social Guidance	5%
Personal Guidance	20%
Case Conferences	3%
Parent Conferences	15%
Other	14%

Many group activities essential in the guidance program are carried out by the guidance staff. These include orientation units, meetings with parents, and other procedures as listed:

A. Orientation for eighth graders
   Publication of a handbook
   Visits by counselors to the Junior High School
   Holding a parents night to explain the high school program
   Holding an assembly to have the incoming class meet part of the high school staff.
   Sponsoring a visit by the incoming class to the high school campus.

B. An orientation unit in the ninth grade social studies class is conducted by the grade level counselor.

C. A college night is conducted yearly.

D. The preparation of test folders for each of the teachers containing the scores of all students on standardized tests.

E. The guidance department publishes a scholarship bulletin.

F. Interviews are held with college students following a standard form.

G. A questionnaire follow-up by mail has been made of three graduating classes.

H. The college grades and drop out rates in college of three graduating classes have been obtained and treated as a factor in the guidance program.

I. A follow up by mail has been made of all parents who have participated in the ninth grade guidance project.

D. Present Program for Superior Students.

The term "More Capable" as used at Lynwood High School would include the upper fifteen to twenty percent of the student population from an academic point of view including the small percentage of gifted.

In the English and the Social Studies classes selection of prospective students is accomplished with the following identification patterns. A list of pupils with an I.Q. of 115 or better on the CTMM is compiled. To refine this list to include potentially high achievers the following criteria are applied; 1. reading grade placement of at least one year above grade level, and 2. a B or better school mark in the subject areas. Further refinement is made on the basis of teacher and counselor recommendation.

In the case of mathematics a similar list of IQ scores is obtained and in addition a score of the 80th percentile or above on the California Achievement Test is added. Initial selection is made at the conclusion of the eighth grade and is subject to constant review. The student must qualify on the basis of standardized tests each year. If a student qualifies for the math program he also qualifies for the science program, but each student is placed in these areas on an individual basis.

Special sections for the more capable are provided at each of the four grade levels in English, Social Studies, Mathematics and Science. Students may follow these special sections for a four year period.

Grading in the more capable sections is almost exclusively confined to grades of A or B. Should a student fall below this level a conference is called involving the student, the parent, the teacher and the appropriate grade level counselor. After this conference a decision will be made relative to continuance in the program or a possible change. It should be pointed out that it is also possible for a student to come into this program at any time that his abilities and desires warrant his or her inclusion in the special sections.

E. Proposed STS program for 1960-61.

We shall identify and place in a special program ninth grade students and shall conduct this special program as indicated below.

1. Identification procedures expected to be used.
   a. Tests
      1. Iowa Test of Basic Skills - Cut off 75th percentile
      2. C.T.M.M. - Cut off 115
      3. Kuder Preference
      4. D.A.T. - Cut off 75th percentile

b. Other procedures.
   1. Teacher recommendation
   2. School grades
   3. Counselor screening
   4. Parent and student approval for entrance into program

2. Counseling program.
   a. Interviews
      1. Minimum of two per year by grade level counselor
      2. Minimum of one counselor-parent-student interview per year

   b. Purpose of the interviews
      1. To direct parents and students to the program
      2. To indicate to the student and parents the standardized test scores and an explanation of the scores
      3. To plan an educational program for the students
      4. To establish a proper working relationship with the student and the parents

3. Motivational Techniques.
   a. The development of challenging and appropriate courses.
   b. The use of the most appropriate faculty members.
   c. Continual teacher and counselor contact and guidance.
   d. The use of appropriate material and techniques as indicated by research in the area of motivation.

4. Administrative approach to programing.
   a. Programing will be given a priority.
   b. No problems are anticipated in this area.

5. Public Relations

A note should be made that this is a continuation of a present established program and no departure from present practice is anticipated.

   a. The use of local community papers
   b. The use of the school newspaper
   c. Personal contact
   d. Internally - through faculty. More capable learner committee meetings - department meetings - bulletins

6. Evaluation Techniques
   a. Teacher-counselor-administrative contacts with students and parents involved.
   b. The use of an already developed questionnaire to the parents.
   c. Periodic standard questionnaires to the students.
   d. The use of standardized subject matter tests. At present, plans call for the use of the Cooperative Test series.
   e. The use of teacher-developed tests.
   f. The continued development of local school norms for the Cooperative tests.

g. The continued development of standardized scores for teacher tests.
h. The evaluation of the program continually in subject matter areas and in its entirety by a committee composed of all teachers in this area plus the Director of Guidance, the assistant principal and the principal.

Redondo Union High School
Redondo Beach, California

Submitted by
Chas. N. Sutphen

DESCRIPTIVE REPORT OF THE STS PROJECT OF REDONDO UNION HIGH SCHOOL

III-A

1. Redondo Union High School is the parent school of a union high school district currently comprised of three high schools. The district services three elementary districts in the cities of Redondo Beach, Hermosa Beach and Manhattan Beach. Redondo High serves specifically students from the cities of Redondo and Hermosa.

   These cities, suburban to Los Angeles, are primarily "bedroom" type. The majority of wage earners, other than those in the distributive occupations and professions, are employed in the aircraft and allied industries and electronics industries.

   The combined population of the three cities is approximately 95,000. The socio-economic level is for the most part middle class, ranging from lower-middle to upper-middle. There is a small minority group of Latin-American background. Numbers of students from this group is on the decline. We have no negro students.

2. Enrollment for 1960-61 is estimated to be 2100 distributed as follows:

9th grade	650
10th grade	525
11th grade	525
12th grade	400

   Although no attempt is made to define majors as such, students are generally counseled into one of four major areas in accordance with aptitude and interest. These are classified as college preparatory, business education, industrial arts and homemaking. A high degree of flexibility is maintained in student placement. A student may major in one of the areas other than college preparatory and still meet college entrance requirements.

   The co-curricular program is highly varied. Sports, club program, drama, music, student government, class activities, social activities and publications make up the basic departments of this phase of the school.

   This is a four-year comprehensive high school, grades nine through twelve. There are 91 members on the instructional staff. The administrative organization is made up of the principal, three assistant principals whose primary responsibilities revolve around (a) Operations and boys' activities and discipline, (b) girls' activities, the club program and discipline and (c) counseling, guidance, and curriculum. In addition we provide a director of student activities and a supervisor of child welfare and attendance.

B.

1. Persons responsible for the STS Project will be
   Charles N. Sutphen, Principal
   Charles W. Morris, Assistant Principal

   Within reasonable limits, time will be devoted to the project as demands appear to indicate the need.

   Mr. Sutphen will be responsible for the over-all supervision and faculty motivation, in-service and participation. Mr. Morris will head up the identification and other counseling procedures recommended.

   Estimated costs are rather unpredictable. The district is committed to transportation costs for necessary travel to conferences. The school budget will provide, within reason, for miscellaneous costs including any additions to the testing program.

C. 1. Testing program:

Ninth grade - D.A.T. Battery
C.T.M.M.
C.A.T. Battery
Kuder Vocational Interest Inventory

Tenth grade - Students new to district tested on those listed under grade nine.

Indivudual tests as needed.

Eleventh grade - PSAT for college preparatory students
NMS qualifying test for college preparatory students
ACE psychological examination
Make-up tests for students new to district

Twelfth grade - Kuder Vocational Interest Inventory
College Entrance Examination for students entering college
American College Test required by some California State Colleges

2. Number of counselors - 7
   Amount of time devoted to counseling:
   3 counselors - 5 periods each (full time)
   2 counselors - 2 periods per day
   1 counselor - 1 period per day

   Counselor/counselee ratio - 100 counselees per hour of counselor time.

   Areas of counseling include educational, vocational, social, personal and program planning.

3. Informational program -

a. Orientation - (Group program in 9th grade)

b. Occupational information is given through formal units on the world of work in 9th grade social studies, displays on library bulletin boards, and bulletin board displays in the counseling offices. A portable set of occupational briefs is kept in each 9th grade social studies room. Up to date files of occupational information are maintained in the library as well as in the central counseling office.

c. Formal career days are held during which speakers are invited to talk on some 60 occupations.

d. Semi-formal meetings are held from time to time during the noon period. Guest speakers discuss various fields of work including the armed forces.

e. A college night is held at which a panel discusses the broad general problem areas with which a college bound student and his parents are faced.

f. Small meetings of interested students are held with representatives of some 25 private and public colleges.

g. An evening meeting for parents of incoming freshmen is held early in the spring and prior to pre-registration counseling in the feeder schools.

4. Follow-up programs have been largely confined to students who go on to college level institutions. Personal interviews are held with these college students at the end of the freshman year as time permits.

D. An overview of our program as it relates to meeting the needs of our superior and talented students is as follows: For a number of years a track or grouping system has been used to provide the optimum curricular program in keeping with differences of academic aptitude. The nature and scope varies by departments as herewith outlined:

ENGLISH - grades 9 thru 11

Group 1 - college preparatory
Group 2 - average
Group 3 - slow learner
Group C - reading retardation (9th grade only)
Group RI - Reading improvement (9th & 10th grade)
(For more than 2 years retardation in reading but normal or more than normal intelligence)
* (See last page)

MATHEMATICS -

9th grade Algebra - College preparatory
9th & 10th grade general mathematics - average
10th grade geometry - college preparatory
11th grade Advanced Algebra - college preparatory

11th grade Algebra - Honors - Academically talented
12th grade trigonometry & Math Analysis - College preparatory
12th grade trigonometry & Math Analysis-Honors-Academically talented

Accelerated classes in 9th grade algebra are conducted in our extended summer session for gifted mathematics students coming from the 8th grade.

For those who are ready for the fifth year of mathematics, arrangements for attendance are made during the senior year at our local junior college. An accelerated geometry class is also conducted during the summer session toward the same goal.

SCIENCE -

10th grade Biology - college preparatory
10th grade Life Science - average
11th grade Chemistry - college preparatory
11th grade Applied Science - average
11th grade Applied Chemistry - average
12th grade Physics - College preparatory
12th grade Physiology - College preparatory

Criteria for placement in the college preparatory subjects are roughly 110 index on C.T.M.M., one year advanced in reading on C.A.T. for English and one year advanced in mathematics on C.A.T. for Algebra.

Criteria for placement in the honors courses are 125 index on C.T.M.M., teacher recommendation and parent consent.

To compensate for any injustice to the student as regards grades in honors courses as they relate to rank in class, a student earning an Honors "B" has the option of taking a regular "A" at the end of the semester.

*(from page 3) ENGLISH

12th grade Modern Literature - College preparatory
12th grade Modern Literature - Honors - Academically talented
12th grade World Literature - College preparatory

E. Proposed STS Project for 1960-61 - Where not already existing, Honors courses will be established in English, mathematics, science and social studies departments.

1. Identification procedures. The existing standardized testing program will be continued and the procedures for identification of S&T students as outlined on pages 5 thru 13 of the NCA Identification booklet, copyright 1958, will be followed with reference to incoming freshmen.

2. Counseling procedures.

   a. Interviews
      (1) Provide a minimum of three interviews for students as S&T.
      (2) One parent-counselor conference for students identified as S&T.

   b. Objective of the interview.
      (1) Familiarize the student and parent with the program.
      (2) Interpretation of objective test scores.
      (3) To review interests and aptitudes. To establish, where possible, educational and vocational goals.
      (4) To set up an educational program for the remaining three years.
      (5) To establish the best possible working relationship with the student, the parent and the counselor.

3. Motivational Techniques

   a. A faculty STS committee of enthusiastic and dedicated members who will help establish a wholesome climate in which it is hoped the program will grow and bear fruit.

   b. To work thru the department chairmen toward the end that course content will be most challenging and methods of instruction be stimulating, provocative of individual thought, creative of ideas and ideals essential to a dynamic democracy.

4. The administration will give full support within the limits imposed by the budget to provide the necessary instructor time, the research facilities, the audio-visual and other instructional aids vital to the success of the objectives of the program.

5. Working through the district Director of Public Relations and the CASSA Public Relations Committee, a balanced publicity program will be carried out over the year within the framework of conservative good taste.

6. A continual evaluation program will be carried on utilizing some or all of the following techniques:

   a. Pretest - post test using national norms of subject matter measuring instruments.

   b. The use of teacher-made tests with locally established norms.

   c. Administering the YEP to the identified students.

   d. Use of parent questionnaires.

   e. Use of tests measuring student values. Alport-Vernon.

   f. A summary report at the end of each school year by the STS faculty committee.

Bassick High School
Bridgeport, Connecticut

Submitted by
Bernard Shapiro

DESCRIPTIVE REPORT OF THE STS PROJECT OF BASSICK HIGH SCHOOL

A. School Setting

Bridgeport is one of the three largest cities of Connecticut and is primarily industrial; the population numbers over 170,000 with a public school population of approximately 22,000. Bassick is the smallest of 3 comprehensive high schools with an enrollment of 1200 and professional staff of 70. The school includes grades 9 thru 12 although 2/3 of grade 10 pupils spend grade 9 in a junior high school. Although Bassick is a comprehensive high school there is no technical vocational program; this is carried on in the State technical school. Beginning with grade 10 students after counselling, select one of the following curricula: college preparatory, general, business (general business, secretarial, or clerical), industrial arts. Each curriculum has specific required and elective subjects. There is provision for crossing into offerings of other curricula. Bassick provides opportunities for personality enrichment and growth in the areas of athletics, dramatics, music, interest clubs, hobby clubs, service clubs, student leadership, etc. The school is organized with a principal and three assistant principals, among whom is divided responsibility for research and school organization, guidance, attendance, and behavioral problems, and social activities. There is flexibility in administrative assignment; the team approach is used. Classes are organized on ability groups XYZ in the various curricula; accelerated and honors courses are offered in the college preparatory section.

B. Personnel and Cost

The principal will be responsible for directing the STS project at Bassick High School. Assisting him will be Miss Helen Lockwood, Assistant Principal, who is responsible for school organization. Whatever time is necessary will be spent to carry out the STS program. It is estimated that the cost to the school will not exceed $300.

C. The Testing Program

The testing program for 1959-1960 was as follows:

Grade 10	ITED
Grade 11	All students except college preparatory are given Stanford Arithmetic Achievement
Grade 11	SCAT, STEP Reading, STEP Science
Grade 12	ACE Psych. High School Edition

In elementary schools grade 8 the California Mental Maturity and Stanford Achievement Test is used for IQ. In addition, all elementary and intermediate Algebra classes are given Seattle Algebra Tests; geometry classes receive Shay-croft Plane Geometry Test. In grade 12, students enrolled in the general course are given the GAT Battery. Kuder Interest Inventory, Mooney Problem Check List, Bell Adjustment, and Wrenn Study Habits Inventory are used on individual basis. On this same basis, on referral to the city psychological examiner students are administered the WISC.

D. Guidance Program

The guidance staff consists of two assistant principals plus one teacher counsellor devoting 4/5 time to guidance, one teacher counsellor 3/5 time to guidance, 3 teacher counsellors 2/5 time devoted to guidance and 3 teacher counsellors 1/5 time devoted to guidance. Guidance is the particular interest of the school principal and the overall guidance program is directed by him. The ratio of 1 counsellor to 250 pupils has been achieved by this plan.

The guidance services in Bassick High School are set up primarily to help the student solve his problems and adjust to high school; to furnish the students and his parents with such information about himself and about educational and vocational opportunities as will enable him to make a wise choice of courses in high school and of his career after high school; and to furnish the high school administration and teachers with such test and other information about the student as will aid them in working with the student.

Students are assigned to a specific counsellor and remains with the counsellor through completion of his high school career.

An orientation assembly is held by the administrative staff and student council. During American Education Week all parents are invited to spend an evening at school at which time the school testing program is described; the parents then follow in a two hour period a typical school day of their own child where they learn about the courses and requirements. A career day is sponsored each year for all students with cooperation and participation of the local Chamber of Commerce. Representatives from various colleges are invited to participate in a college assembly program for juniors and seniors; this is sponsored by the National Honor Society. College respresentatives are invited to come at any time to interview students individually or in groups. A close relationship is maintained with local business and industry for part time placement of students and full time placement of business course and secretarial course graduates. Some placement is made in apprentice training programs in industry.

The father's club is involved to the extent that they contribute about $2,000 annually for materials which have aided the accelerated program such as the purchase of a large TV set and underwriting the publication cost of a new literary magazine. Parents are invited to the National Honor Society induction ceremony.

A follow-up study is made each year of the previous graduating class; this becomes part of a city-wide study.

E. Present Program for Superior Students

1. Identification - Students are identified on the basis on IQ, ITED, and pri-

marily achievement plus screening by department head upon teacher recommendation. The students are then placed in accelerated divisions in the college preparatory course in those subjects in which they performed with excellence. Accelerated classes are organized in mathematics grades 9 thru 12, English grades 9 thru 12, Biology with lab grade 10 involving two additional hours weekly, PSSC Physics grade 11, Chemistry grade 12 (accelerated Physics and Chemistry include two extra hours weekly). There are special groupings for superior students in grade 9 Ancient History, grade 12 U.S. History. In addition to grade 12 accelerated English, 12 students have been selected on the basis of IQ, high honor average, performance in English 11 of at least numerical grade of 90 at the end of 5th marking period, for an English Honors seminar which will meet 7 periods weekly in a seminar for work in creative writing and critical review of literature. This will be oriented toward advanced placement college English. A history seminar has been organized for grade 12 to meet two hours weekly after school for discussion of international affairs.

An honor certificate will be given at graduation for each area of the honors program.

Periodic meetings are held with teachers of accelerated classes for purposes of developing a unified approach to pupil evaluation - at the present time no pupil in an accelerated class may receive less than 80 (lowest passing grade is 70).

F. Proposed STS Program

The STS program at Bassick will include the continuation of ability grouping of three levels XYZ in all academic areas of the different curricula, accelerated classes and honors program in the college preparatory course with a refinement of the identification process. There will be an intensification of the counselling program of the pupils identified for the STS project. Additional test to be given to grade 9 will be the DAF, in grade 10, the OTIS along with the Coop Reading Comprehension. Students in the 75% percentile based on national norms of IQ test, reading test, and ITED, will be screened for identification of superior and talented students. It is expected that a percentage of these students will be found already placed in high ability groups and accelerated classes.

It is also expected that a percentage of these students will be found to be under-achievers; a special program will be developed to work with those students as follows: 1) a steering committee composed of department heads, administrative staff and counsellors will be presented with this data and invited to help plan a curriculum program to meet the needs of these students.
2) this data will also be presented to a guidance committee which will be invited to develop a guidance program around the needs of this group, i.e., the superior and talented under-achiever. It is expected that at least six individual interviews will be held with this group during the school year to help them develop a more adequate self-concept and to stimulate them toward higher achievement with a focus on a purposeful vocational goal. The YEP test will be used in counselling this group.

3) some faculty meetings will be devoted to group study and discussion of the problems in dealing with superior but under-achieving students.

Parents of STS pupils will be invited to come to school for a conference with the counselors. Two additional evening parent meetings will be planned dealing with post high school educational opportunities.

Publicity will be given to the progress of the project and achievement of pupils in the local press and school paper and in reports to the Board of Education of BpTi.

Evaluation Techniques will be developed as the program progresses during a two year period.

Chamberlain High School
Tampa, Florida

Submitted by
A. P. Leto

DESCRIPTIVE REPORT OF THE STS PROJECT OF

Chamberlain High School

I. Chamberlain High School is located in the northwest section of the city of Tampa, Florida. It is one of fourteen high schools in Hillsborough County, a county school system comprising 104 schools and 80,000 students.

This school has an enrollment of approximately 1900 students in grades 10 through 12. It is one of the newer schools in the system, having just completed its fourth year of operation.

Since its opening, its enrollment has increased at the rate of 300 students per year, from 1100 in 1956 to 1950 students in the Fall of 1959. It serves a suburban and rural community of approximately 50,000 people and covers an area of 230 square miles. Tampa is a metropolitan city of about 270,000 inhabitants and is fairly industrialized.

Approximately 50% of the patrons which this school serves have lived in this area of the city five years or less. At one time, during the peak of its growth it was estimated that this community was growing at the rate of 1000 persons per month.

About 6% of the parents of Chamberlain students are engaged in professional or semi-professional occupations. Another 6% are proprietors, managers and company executives while the bulk of our parent group is classified as operatives or laborers.

The educational status of the parents is as follows:

4.2% graduated from a four-year college
1.3% have engaged in graduate study
8.7% have engaged in but did not complete post-secondary school courses
66% have attended high school but only 31.4% graduated
5.1% completed only an elementary education

Chamberlain High School offers a three track program leading to the College Preparatory diploma, the Business Education diploma or the General Education Diploma. It has a full program of co-curricular activities which are carried on during school hours.

Every alternate Wednesday during the school year is set aside as "Study Day". On this day students schedule themselves and the day is utilized for Guidance Conference making up work missed due to absence; remedial work; assemblies; club meetings and the use of resource persons for special group meetings.

The principal of the school, Ateo P. Leto, the guidance counselor, Mr. Beecher Payne and in February another guidance counselor, Mrs. Valentine Munoz, who will be returning from leave of absence, will be concerned with the STS project. The principal may be expected to devote about one-fifth of his time to this project while the two counselors may be expected to be involved about two-thirds of their time.

The guidance staff will consist of a full time counselor with another full time counselor becoming available in February. The Dean of Boys, the Dean of Girls and the assistant principal will work closely with our guidance staff. The guidance counselors will concentrate in the area of educational and occupational counseling. The deans will deal mostly with student behavorial problems. Students with deep-rooted personal maladjustments are referred to the Pupil Welfare Department Staff psychologist.

Homeroom teachers at Chamberlain High School have accepted a role in the counseling program and work closely with the guidance staff.

It is difficult to estimate the cost of this project to the school at this time since the budget for the 1960-61 school year has already been approved by the Board of Public Instruction.

A program for the academically talented students was organized at Chamberlain High School three years ago. At this time it was a frame-work upon which we hoped to build a more extensive program. Prior to this past year our testing program was inadequate and our decisions for placing students in enrichment classes were based almost entirely on the quantitative and verbal scores of the School Ability Test administered at the 9th grade level and five achievement tests from the Iowa Tests of Educational Development.

At this time we are considering test scores, teacher grades and teacher recommendations. We have enlarged the testing program within our school and are trying to utilize all available test data. Our testing program has been organized to identify superior students through the use of the tests mentioned as well as through departmental testing. In conjunction with this information we correlate individual performance on the following tests: Preliminary Scholastic Aptitude Tests administered to Juniors and Seniors; the College Ability Tests and the Sequential Tests of Educational Progress, which are administered within the enrichment classes and on an individual basis when requested by a member of the Faculty for further identification.

Counselors representing our school meet with the 9th grade students of our feeder junior high school in the spring of each year for the purpose of explaining the educational opportunities offered at Chamberlain and to help them in the selection of their courses. Later an evening meeting is held with the parents of these students for further orientation. This coming school year we plan to arrange for visitations to our school in order that they may become familiar with the physical facilities before they come to us in the Fall. Prior to this planning sessions are held with the counseling staffs of our respective junior high schools.

Each year a follow-up study is made of our graduating class. One such study included the graduates of the entire school system. A month-to-month study is made of our drop-outs. Before a student drops out of school we try to insist on a final interview with our counseling staff.

II. The Project Program:

1. Orient the Chamberlain Faculty on the STS program through an in-service program using consultants if available. This program will begin during the faculty pre-planning period prior to the opening of school.

2. Select an STS Faculty Steering Committee to help establish the program and provide assistance to the guidance staff.

3. Develop a public relations program utilizing our newspapers, radio, television, and personal conferences with key parent groups in order to familiarize our community with the program and gain acceptance and support.

4. Evaluate our testing program in light of our purposes and objectives and make any necessary changes.

5. Refine our criteria for identifying and selecting students for the science enrichment courses particularly in the Biological sciences.

6. Evaluate the English enrichment program and broaden the opportunities for creative expression.

7. Seek the cooperation of the new University of South Florida in organizing and offering evening seminar experiences for Tampa high school students in the areas of the Humanities, Science and Mathematics utilizing university instructional personnel.

III. Evaluation:

1. Refine procedures in our follow-up studies of graduates to determine any positive results of the program in terms of percentage of under-achievers entering college and their success.

2. A thorough evaluation of our-enrichment program envolving the faculty, parents and students.

Albany High School
Albany, Georgia

Submitted by
Graydon Pierce

DESCRIPTIVE REPORT OF THE STS PROJECT OF
ALBANY HIGH SCHOOL

1. Setting of the School

Albany is situated in the Southwest corner of the State of Georgia, and is the only incorporated community in Dougherty County. It is a rapidly growing city of 55,000 population, having shown a 72 per cent increase over the past ten years. There are several manufacturing concerns located in and about the city, although it is noted more as a distribution center for a large section of the state. Two major military installations are located in the community. The community population includes a large number of professional people.

Albany High School is a comprehensive high school consisting of three (3) grades housed in a modern plant. The 1960-61 enrollment includes 675 Sophomores, 525 Juniors and 450 Seniors. About eight (8) percent of the school population are children of military personnel in the area. The curriculum is broad and offers many areas of specialization. In addition, an extensive activity or extra-curricular program is provided. There are 75 staff members including the principal, assistant principal and guidance personnel.

2. Personnel and Cost

The principal, Harold E. McNabb, will have administrative responsibility for the operation of the STS Project. Graydon Pierce, assistant principal, will assist in planning, organizing classes, in-service training of teachers, securing resources, personnel, and other activities involved in the general operation of the program. Jack Mercer, Director of Guidance, will conduct the testing program and other activities concerned with identification of the Superior and Talented Student. In addition, he will direct all research and all follow-up activities. Each staff member will devote at least twenty percent of his time to the project. The cost of the project is estimated at $5,000 initially, and will probably change somewhat as the program becomes further developed.

3. Present Guidance Program

Sophomores entering high school from the Junior High School have had the following tests, administered in the ninth grade: California Reading, Language and Arithmetic Achievement, Mental Maturity, Kuder Preference, and Bell Adjustment Inventory. The California Algebra Aptitude Test is administered in the Eighth Grade. The Otis Quick Scoring Mental Ability Test is administered in all Senior High Grades as a supplement to other Aptitude Tests where the need is indicated. A large percentage of students in the upper three grades elect to take the NMSQT, NEDT, PSAT, and SAT. The GATBY is administered to Juniors and Seniors in certain phases of the vocational curriculum.

In the ensuing year, eleventh grade students are to take the SCAT and selected tests from the STEP series. Additional tests given on a referral and on a voluntary basis will include the DAT, Kuder Preference, Wechsler Intelligence Scale for Children, WAIS, and Terman-Merrill.

A guidance center, adequately equipped, is in the process of development. Occupational, college, and personal adjustment literature will be readily accessible to all students.

Students in all grades are grouped into three levels. The upper level comprises about 25 percent of the class enrollment, while the lower group embraces about ten to fifteen percent. Students are screened for the various groups by means of intelligence and achievement tests, past performance and teacher recommendations. Grouping is practiced only in the areas of English, Math, and Science. Some progress has been made toward providing enriched courses for the superior groups. One section is being accelerated in their math program. This group is placed in Algebra I in the eighth grade and will remain together as a section throughout their high school program, thus enabling them to have an additional math course.

The counseling staff consists of four teacher-counselors and a full-time director devoting a total of fourteen periods daily to counseling. This provides a ratio of one counselor per 700 students. Two counselors are employed on an eleven months basis, thus extending the guidance services over the summer months. The staff counsels with all students in making course selections, vocational choices, and in the area of personal adjustment problems. No discipline cases are handled by the department. Two members of the staff are qualified to administer individual psychological tests.

Conferences with parents of students are encouraged. A parent visitation night is held each Fall, and a planned meeting is held for parents on each grade level to acquaint them with the general policies of the school. The guidance staff participates in these programs. A good school-community relationship prevails.

No satisfactory marking system has been found. A faculty committee is working on the problem and a plan is expected to be submitted in September.

4. Proposed STS Program

It is believed that this program can be effective only to the extent that faculty understanding and cooperation can be secured. Also, effective means must be found to inform the students and parents of the objectives of the program. Adequate screening procedures must be developed, the faculty selected and properly oriented, evaluating procedure established, and classes organized. Therefore, it is not anticipated that the project can be in full operation before the beginning of the Spring Semester of the 1960-61 school term.

The first step will be to discuss the project with the entire faculty during pre-planning week in August. Afterwards, a steering committee will be selected. Faculty members who will participate will be selected as early in the year as possible and an in-service training program begun. Plans for course enrichment will be considered by faculty participants in this program. Procedures to follow in identifying the superior and talented student will be agreed upon and the screening process initiated by the guidance staff. Tests to be used include the SCAT, STEP, California Mental Maturity and Achievement, Otis Quick Scoring Mental Ability Test, and DAT. In addition, certain individual tests will be given where it is felt necessary. Past performance in academic subjects will be another criteria, and teacher judgment will be a most significant factor.

Each student being considered for the program, and his parents, will have one or more counseling interviews to determine their attitude toward the project, the students interests and plans for the future. Counselees and parents will be informed, in general terms, of the student's indicated aptitudes. An effort will be made to stimulate the student's interest in his own personal development and to motivate him to utilize his time and energies to the fullest extent to achieve this end.

Further interviews will be arranged as needed to keep track of the progress of students enrolled in the program. Well-defined evaluation procedures will aid in determining whether the student is progressing at the rate anticipated for him. Readjustments will be made as needed.

A program designed to inform and enlighten the participating students, faculty, and general public will be undertaken as soon as developments warrant. Such media as press, radio and television will be used.

Columbus High School
Columbus, Georgia

Submitted by
Sanford F. Reid

DESCRIPTIVE REPORT OF THE STS PROJECT OF COLUMBUS HIGH SCHOOL

III.

A. School Setting

1. Columbus High School is a four year secondary high school, located in the area of Columbus, Muscogee County, Georgia. This is an industrial city with a Metropolitan population of 175,000.

2. Columbus High School is one of the four Senior high schools in Muscogee School District. Columbus High School draws its student population chiefly from the upper socio-economic bracket. The total school enrollment is 1479 students.

This enrollment by grades is as follows:

Grade 9 - 429
Grade 10 - 384
Grade 11 - 354
Grade 12 - 312

The curriculum in the school is mainly college preparatory. In addition to the academic offerings the school also offers a wide range of non-academic electives and a well balanced program of extra curricular activities.

B. Personnel

The persons in the school who will be concerned primarily with STS Project are Dr. John Deason, Principal; Mr. Herman Dollar, Guidance Director, and Miss Gussie Goss, Chairman of Senior Activities.

An adequate amount of time will be devoted in order to facilitate and to carry out the program.

C. Present Guidance Program

1. Tests given in grade nine are:
   Stanford Achievement Test
   The National Grammar Exam and
   Otis Gamma

   In grade ten:
   The Kuder Vocational Preference

   In grade eleven:
   The Scat and the Step

   In grade twelve:
   ITED, Step and Scat

2. Columbus High School has a total of six counselors. Two have full time responsibilities and the others have one fifth time responsibility.

Student counseling ratio is 470 : 1.

The nature of counseling would be considered as educational, vocational and personal.

3. The orientation program consists of the Principal and the Guidance Director visiting the eighth graders in the various feeder schools. These orientation sessions are organized as follows: First, the students are informed on the background of the school and what the school expects of the students. Then each student is given a copy of a printed booklet which contains course offerings by grades in addition to other pertinent information.

In addition to this orientation program for the students, their parents are invited to the school to participate in an explanation and discussion of course offerings, graduation requirements, and any other questions that might arise.

4. No organized, comprehensive follow-up plan has been initiated; however a limited amount of data is collected on a small number of students.

D. Present Program for Superior Students

1. Superior and talented students are identified by the following criteria: IQ tests, Post School Achievement, Standardized Achievement Test scores, Standardized scholastic ability tests and teacher ratings. The teacher ratings include such aspects as length of attention span, powers of reasoning and analysis, originality, resourcefullness, and initiative.

2. There is no special tracking or ability grouping as such, however enrichment classes are organized in special subjects as the need arises.

Columbus High School does have a type of experimental advanced placement program in cooperation with Columbus Jr. College. Selected seniors are allowed to take college courses on the freshman level at the Columbus Jr. College.

3. The Marking system in all classes is based on the normal curve.

E. Proposed STS Program for 1960-61

As far as criteria for identifying superior and talented students is concerned, the same procedure will be followed as listed above in Section D with the exception of a counselor's recommendation being added.

The cut off points on tests used in identifying the superior and talented students will be listed below. It should be noted, however, that these points will be flexible as determined by the individual situation. The IQ cut off score will be 115-120. On past achievement B-plus to A-minus, the Standardized Achievement Test (80th percentile) and on the Scholastic ability test (75th percentile).

1. a.) In the 9th, 10th and 11th grades attempts will be made to counsel each student twice during the 12th grade, attempts will be made to counsel and interview the students as often as need dictates.

   b.) The purpose of the interviews will revolve around four basic concepts:
      1. To help the student arrive at a realistic self understanding of his abilities, interests, aptitudes and personality.

      2. The student is helped to arrive at a better understanding of his environment, and his relationship to his environment.

      3. The student is helped to formulate realistic educational and vocational plans which are compatible with his interests, aptitudes, abilities, needs and resources

      4. The student is helped to develop the ability to analyze his own problems and arrive at satisfactory solutions in order that he might become more self-reliant and more self-confident.

2. Since motivation of students would have to stem from within the student (self-motivated) from within the family, from within the peer group, from within the school or from any combination of these areas, it is hoped that our proposed techniques of motivating the student will touch upon these facets of the student's environment.

To solicit the aid of parents in effecting a more positive approach to the motivation of these students a two-pronged program is proposed; one will involve individual conferences with the parents emphasizing a better understanding of their child and his total development.

The second approach with parents will consist of a series of small seminars involving several parents with the common factor being that they all have superior or talented children. The seminar will be organized with a presentation by a counselor of problems dealing with superior and talented students. This presentation will be followed by a question and discussion period where parents can share ideas and concerns. Another motivational technique will deal with a form of career night. Prominent citizens in specific fields of endeavor will be asked to hold an informal meeting with a small group of interested students.

A number of other techniques to be utilized are as follows:

1. to encourage students to visit colleges; before such visits are made, the students will be briefed in group guidance sessions on the technique of college visitation.

2. to set up a series of group guidance sessions in which the student will be encouraged to examine his study habits and to improve upon them. Included in these sessions will be units on use of the library and research techniques.

3. to initiate an in-service training program for the faculty dealing with the superior and talented students.
4. to begin a program of recognition in the school for these students. Such programs would consist of an Academic Awards assembly and greater publicity in school publications and in local news media.

Through individual counseling the student will be helped to arrive at a realistic self concept. It is hoped that once a student realizes his potential through a better understanding of his total being that he will become self-motivated and strive to develop this potential.

The STS project in Columbus High School will be coordinated by the Guidance Director and the Principal. The system-wide director of guidance will serve in a consulting capacity. The proposed parent conferences will serve as a form of public relations. Adequate coverage will be available in all local news media.

A comprehensive follow-up program will be initiated which will produce much valuable information on which to draw some conclusions concerning the STS program. Of primary interest would be the percentage of superior students remaining in college.

The school guidance committee will draw up criteria for evaluating the STS program in cooperation with the Guidance department.

Moultrie Senior High School
Moultrie, Georgia

Submitted by
M. S. McDonald

DESCRIPTIVE REPORT OF THE STS PROJECT OF
MOULTRIE SENIOR HIGH SCHOOL

Setting of the school

Moultrie is a town of 16,000 situated in the center of the agricultural area of southwest Georgia. Three major industries employ around 500 each. A primary contract Air Force Training School employs about 450, but this school is scheduled to close in April 1961. The city school system operates as an independent system, but by contract with the County Board of Education; county students are allowed to attend the city high school so that about 60% of the students come from the county and 40% from the city. Moultrie Senior High School has an enrollment of approximately 1050, with 400 in the tenth, 350 in the eleventh and 300 in the twelfth. The curriculum is set up primarily in three areas: college preparatory, terminal commercial and terminal. Eighteen units, of which sixteen must be earned in academic subjects, are required for graduation, but a student may take as many as 24 subjects in his four years in high school. Up to the present time grading has been the same for all three areas. The school is a comprehensive high school with the faculty organized around departments in the subject matter areas and on a grade level according to students taught. Co-curricular activities, in addition to a broad athletic and music program, include the student council, and about twenty-five clubs, divided among service clubs, subject matter clubs, and civic-sponsored and Christian organizations.

Personnel and cost

The STS Project will involve the principal, all members of the guidance staff, and all teachers assigned classes of superior students. Classes for superior students have already been set up in the following areas: English, social studies, human biology, geometry, algebra, physics, chemistry and general biology. The STS Project will cost the school no more than it is already spending on its advanced classes, except for faculty participation in state and regional meetings of the STS Project group and for a nominal sum for enrighment materials.

Guidance program of the school

The California Short Form Test of Mental Maturity is given to all tenth grade students. The Advanced California Battery of Achievement Tests, Form X, is used in the tenth grade for all students and Form W in the twelfth grade. The Anderson Chemistry Test is given in the twelfth grade, the Dunning Physics Test in the eleventh grade, Lankton First-Year Algebra in the eleventh grade, Blythe Second-Year Algebra in the twelfth and Shaycroft Plane Geometry in the tenth. The Lee-Thorpe Occupational Interest Inventory and the Kuder Preference Record have been used with groups of students when requested by teachers or with individual students on request. The Otis Short Form Mental Maturity Test has been administered to all new students entering the school or to any student whose previous mental maturity test scores have been questioned.

There are seven counselors, one on a full-time basis, one on emeritus status on a half-day basis, three teacher-counselors assigned two periods per day and two assigned one period per day, making a total of 16 class-periods per day devoted to counseling. This gives a student-counselor ration of about 328 to 1. Counselors work with students in helping them solve educational, vocational and personal problems but do not act as disciplinarians.

Informational programs include an orientation program for all tenth grade students planned and carried out by the Student Council, a Career Night program for eleventh and twelfth grade students, College Night for some tenth grade and all interested eleventh and twelfth grade students, Senior Work Day when each senior works a day in a local business or industry, Back-to-School Night when parents follow the children's schedules and have the program explained to them, and the Parents' Clubs organized on each grade level.

Each graduating class is followed up for one year. A check is made in October and again the next April to see how nearly plans made at time of graduation have been carried out. A study has been made for the past five years comparing the grades made by graduates while in high school and college. Causes for drop-outs and for students not returning to school in September are studied. Conferences have been held with graduates to determine how effective the high school has been in preparing them for their post-high school work.

Proposed STS Program for 1960-61

In as much as Moultrie Senior High School has for some seven years moved slowly toward an ability grouping organization for instruction, the STS Program in this school will be primarily a refining of grouping techniques and an enrichment of the courses taught in all groups, with special emphasis given to the gifted and talented groups and to the underachieving talented students. The gifted and talented student groups will be identified through the following media: Advanced Battery of the California Achievement tests, the California Short Form Test of Mental Maturity, the SRA Diagnostic Reading Tests, students' grades and faculty opinions. The cut-off points for the gifted classes on the achievement test will be on the 80th percentile and the mental maturity scores will be determined by the number achieving in the upper 20%. The exact score is not yet available.

A counselor will be given the specific responsibility of counseling with the STS on each grade level. Three or more interviews will be arranged with each student to assist him in adjusting to school environment, analyzing his strengths and weaknesses, evaluating his progress or lack of progress, planning the program of studies and extra-curricular activities, exploring occupational interests, choosing a school beyond high school, checking entrance requirements of the advanced educational institutions, exploring scholarship possibilities and job opportunities, and giving help with personal problems where needed. The counselor of the STS on each grade level will work directly with the classroom teachers of these students to help the teachers understand the potentials, needs and interests of the STS group.

Since the real success of any STS program will depend upon quality teaching in the classroom, the STS groups will be taught by those teachers who are recognized as outstanding in scholarship and general ability. Every effort will be made to provide adequate materials and facilities to make sure the program is rich and meaningful to the students. At the beginning of the year efforts will be made to interpret test scores and student potential to the students and parents. We hope to provide other means of motivation through the recognition of outstanding scholarship on our Awards Day program, by publication of an honor roll in the local paper, and by increasing the number of locally sponsored scholarships to outstanding students who need financial assistance to continue their education.

The administrative approach to programming for STS in Moultrie Senior High School will be through ability grouping and enrichment.

Publicity for the STS Program will be given through news items on the weekly school page of the local paper, through parent conferences, through Parents' Clubs programs and through talks made to community organizations.

There will be a continuing evaluation of the STS Program throughout the year by a steering committee composed of the principal, the counselors, the departmental heads, and representative parents and students. A second standardized achievement test and specialized subject matter tests will be administered in the STS classes to serve as a basis for individual achievement evaluation.

Burley High School
Burley, Idaho

Submitted by
Mr. Carlson

DESCRIPTIVE REPORT OF THE STS PROJECT OF
BURLEY HIGH SCHOOL

Burley, Idaho is located on the banks of the Snake River in South Central Idaho. It is a large farming and cattle producing area. In the last two years it has become one of the largest potato processing centers in the world. The town (population 7,300) has shown a genuine interest in education and youth development. In the past four years, the community has constructed a new high school, public library, swimming pool, two recreational parks, and a new grade school is now under construction.

The student body of Burley High School consists of 225 in the 9th grade; 215 in the 10th grade; 235 in the 11th grade, and 180 in the 12th grade. Over fifty percent of these students come from the rural area and are transported daily. A principal, two part-time counselors, thirty teachers and a secretary teach and direct these students.

The curriculum of Burley High School includes the regular college and state required courses as well as Shop, Vv Agriculture, Art, Music, Homemaking, Dist. Education, Mech. Drawing, Speech, Crafts, Spanish, Latin, and Commercial subjects. The extra curricular activities are science clubs, language clubs, science fair, service clubs, and many social hobby clubs.

The organization of the STS Project will be under the direction of the Guidance staff and the principal. They, working with a faculty and citizen committee, will determine the scope and sequence of the project.

Testing Program:

Grades 6,8,11	California Mental Maturity Test
Grade 8	Orleans Algebra Prognosis Test (all Algebra students take the Geometry prognosis test)
Grades 9, 10, 11, 12	ITED
Grades 9, 11	DAT Test
Grade 11	SQT
Grade 12	GATB

Standardized tests are given in several subjects, such as Algebra, Spanish and English.

In order to aid articulation between the Junior and Senior High School, Counselors give group guidance to the eighth grade. The eighth graders then spend one day in the high school. Following this, the eighth graders and their parents attend an evening meeting to orientate them with the high school curriculum, class placement, grading system, attendance regulations, and extra curricular activities of the high school. Periodic meetings are planned with the parents to keep them informed of the school policies and the achievements of their children.

At present, the only program we have for the superior students in the grouping and class placement. This is done by the use of IQ scores, prognosis test, achievement test, class marks and teacher recommendation.

ACTION PROGRAM

The program of identification has been fairly adequate in the past, but with greater use of reading and vocabulary tests, and teacher conferences, a better selection can be made.

TENTATIVE ACTION PROGRAM PLAN

1. In service training of staff
2. More systematic and intensive counseling program for the STS
3. Encourage selected students to participate in Advanced Placement Program
4. Enlistment of agencies outside the school
    a. Parents
    b. Personnel from industry and community
    c. Personnel from colleges
5. An attempt will be made to establish special classes in the following areas:
    a. Algebra in 8th grade
    b. Special classes in Algebra and Geometry
    c. Special classes in Biology and Chemistry
    d. Special classes in English

These plans will be altered and modified after conferences with the Superintendent and Guidance staff.

An evaluation of the program will be made by use of:
a. Questionnaires
b. Tests
c. Conferences
d. College reports

Bowling Green High School
Bowling Green, Kentucky

Submitted by
R. H. Herndon

DESCRIPTIVE REPORT OF THE STS PROJECT OF
BOWLING GREEN HIGH SCHOOL

SETTING OF THE SCHOOL

Bowling Green is a community of 28,900 population, located in the south central section of Kentucky, in the heart of both agricultural and industrial region. Western Kentucky State College with an enrollment of 3500 students and Bowling Green Business University with 1200 students makes it a community that puts great importance on education.

Bowling Green High School has a non-intergrated school population of 629 students, with 218 in grade nine, 107 in grade 10, 171 in grade eleven and 129 in grade twelve. We offer standard courses found in all comprehensive high schools. Our vocational students attend the Western Area Vocational School which is located in our community. They spend one-half day with them and the other half at the high school. We have full offerings in fields of commerce, speech arts, industrial arts, home economics, art, music, physical education and the regular college preparatory courses. We have a full athletic program for boys including football, basketball, track, baseball, golf, cross country and tennis for both boys and girls. Other activities include debate, speech activities, future Teacher's, future Nurse's, future Homemaker's, National Honor Scoiety, National Athletic Scholarship Society and other usual clubs both service and subject field connected. We are governed by a five man board of education, elected by the people, under the direction of a superintendent Dr. W. R. McNeill.

PERSONNEL AND COST

The STS Project will be under the direction of Mrs. Georgia Sublett, Guidance Director, and the guidance committee from the faculty, along with the principal, Raymond H. Herndon. Mrs. Sublett spends full time as a counselor and will be able to devote a great deal of time to the project. She is the only person available to counsel with students outside of the regular faculty members. The cost of the project must be confined within the limited budget set aside for instructional purposes. It is expected that part of the cost of the project may be devoted to the testing and other project.

THE GUIDANCE PROGRAM

The following tests were given last school year:
Otis Quick Scoring Mental Ability in grades nine, through twelve.
Essential High School Content Battery in grades ten.
Differential Aptitude test in grades nine, ten and eleven.
General aptitude test battery, grades 12.
Kuder Preference record in grades ten and eleven.
The Seattle algebra test in grades nine and ten.
University of Kentucky test in mathematics for all mathematics students.

These tests were available on a voluntary, or request basis:
Preliminary scholastic aptitude test grades eleven and twelve.
College entrance examination board, grade twelve.
National Merit Scholarship qualifying test, grade eleven.
Binet test on individual basis.

The counseling program is limited to one person for all students, but she spends approximately two-thirds of her total time with this program. The student counselor ratio is one to 629 students. This program includes interpretation of test results, career plans, personal problems, scholastic success or failure, conference with parents, and teachers, course selection, college selection and military information. Prospective students have been brought in for one half day orientation program. A parent's night is part of the first Parent-Teacher meeting. Parents follow the schedule of their children, meet the teachers, and see the class room and facilities where they attend. A career day Program is planned each year with a one-half day program. Members of all requested vocations are invited in the school and students have an opportunity to hear three professional men or women discuss their chosen profession. A college day program has not been held on a formal basis since we are in a college community. Representatives visited the school from colleges and the students are made available to them. The follow-up program has been limited to drop outs on an informal basis and checking grades of college freshmen, but plans are to expand this program.

PROGRAM FOR SUPERIOR STUDENTS

The present program for superior students has been limited to grouping in English courses on a limited scale according to test scores available, past grades, and teachers recommendations. A group of 27 eighth grade students were accelerated in mathematics and general science on test scores, past performance, motivation and teacher recommendations. At the end of the first semester students in Algebra I were given a standardized test and results showed they outranked regular ninth grade students. The same marking system, A, B, C, D, and F, was used here as used in the rest of the subjects. Teachers were encouraged, if they must compare, to rate these students with all other students taking Algebra I and General Science.

PROPOSED STS PROGRAM FOR 1960-61

To identify our students for this program we plan to use the Iowa Test of Educational Development, Your Education Plans, the Kuhlmann-Finch mental ability, and the Iowa Silent Reading test as the new test. Scores from previous tests namely: Otis Quick Scoring, and Stanford achievement will also be used. Teacher recommendations and the students past performance will also be points for consideration. A cut off point on 110 on mental ability will be used.

In addition to our program now in operation, an honor group in the freshmen class in Algebra I, English I, and general science will be inaugurated.

At least three conferences will be held with these students, one as a group, one parent-pupil and one individual. Others may be necessary, and will be held at student's request. These conferences will be to inform the student of his selection, on what basis it was made and the importance of working up to ability.

These conferences will be one means of motivating students. In-service training for faculty as a whole and in departmental groups will be used. Recognition will be given these students and it is hoped other students may be inspired to want to become a part of it.

A student will be given the opportunity to drop from the program at any time he feels it necessary or desirable. It will be open to new students at all times when vacancies are available.

Plans are to inform the student body of the program and try to create in them the desire to be a part of the program. At the appropriate time newspaper and radio releases will be made of the progress and the outcome of the program.

To evaluate this program standardized tests will be used at the end of the first semester and at end of year. Teacher test evaluations will be made periodically as in all other classes. They will be compared with previous test scores. Comparisons will be made with other students and with state and national norms. A follow up will be made to determine their success as college students or in other post graduation activities.

Fort Knox High School
Fort Knox, Kentucky

Submitted by
S. M. Metarazzo

DESCRIPTIVE REPORT OF THE STS PROJECT OF FORT KNOX HIGH SCHOOL

1. Setting of the school

Fort Knox is the Home of Armor in the Army of the United States. It is the third largest city in Kentucky with its population of 50,000 composed almost entirely of military personnel and their families. The purpose of the Post facilities is to train officers and enlisted personnel in the tactics, techniques, and basic military skills essential for the employment of armored equipment. In addition to the extensive training facilities, Fort Knox maintains all similar services found in larger civilian communities---gorcery stores, churches, gymnasiums, swimming pools, libraries, a bank, fire department, etc. The population is, of necessity, a mercurial one with the average tour of duty ranging from a few weeks to three or four years. This last fact makes the school situation a peculiar one with a student turn-over of approximately thirty percent during the shcool year. The change in pupil personnel from one year to the next is fifty or sixty percent. At present there are 4,000 housing units on the military reservation and the anticipated secondary school enrollment is 1,350. (Grade 7 - 330, Grade 8 - 340, Grade 9 - 255, Grade 10 - 144, Grade 11 - 144, Grade 12 - 141). The school at Fort Knox is operated under the Department of Health, Education and Welfare. The secondary system is composed of the Scott Junior High School and the Fort Knox High School. Since many students who come to Fort Knox are deprived of normal opportunities for participation and leadership in most communities in which they live because of the transient nature of their lives, the co-curricular program must be geared to give them as many experiences of this nature as possible.

2. Personnel and cost

The STS Project at the Fort Knox Junior and Senior High School will be coordinated by the Administrative and Guidance Staff: the Director of Secondary Education and High School Principal, S. M. Matarazzo; The Junior High School Principal, Mr. L. E. Reed; the Guidance Counselors, Miss Lila Vaughn and Mr. Seth Farley.

Our curriculum and other programs have been formulated for the coming school year. We do not feel that the STS Project will entail much additional cost because the materials and services and human resources of our community are available to us.

3. Guidance program of the school

Testing program

The present testing program is planned for grades seven through twelve, inclusive. It is planned to systematically provide sufficient scores for personal, academic and vocational use. The program is structured vertically and horizontally with consideration to grade, type of test, different areas, timeliness in Junior and Senior High School careers, and continuity of patterns.

The tests in regular use are listed by grade:
Tests Administered

Grade 9	Your Educational Plans I.T.E.D. Flanagan Aptitude Classification Test Iowa Silent Reading Kuder
Grade 10	Iowa Silent Reading Y E P I.T.E.D. Otis Quick Scoring NEDT FACT
Grade 11	YEP CQT FACT
Grade 12	YEP ITED Iowa Silent Reading GATB

The Secondary staff includes two full time counselors who are employed for twelve month periods. The Student-Counselor ratio is approximately 600 to 1. The counseling program includes testing of all students, recommendations for grade placement and ability groupings, suggestions and recommendations for course selections, parent-teacher conferences, parent-student-teacher-conferences, and student-teacher conferences; also, work with the Mental Hygiene Clinic in connection with students who need therapeutic help, enrollment and scheduling of new students, counseling of students withdrawing from school, distribution of information about local and national scholarships and interpretation of criteria used in the selection of local scholarship winners. Due to the urgency of their needs, the seniors are given the priority in the counseling program. This counseling consists of interpretation of all test results, interest and expectations of the student, future plans, work experience, special interests, hobbies, sports, church preference, home background, etc. It is the plan of the guidance staff to have at least two conferences with each senior before the last of December. All other students in grades 7 through 11 are counseled as time permits with emphasis in descending order, except cases where students approach the counselor on their own initiative, parents request a conference, teachers or principal refer the student, or some other factor calls the student to the immediate attention of the counselors.

At the pre-school registration during the mongh of August, all students new to the system are given various batteries of tests. In addition, tests are given to all students or designated grades in order to facilitate the teaching program during the school year. At this time, an overview is given to all students with time allocated after the opening of school for those not present. The second PTA meeting each fall is set aside for the Guidance Department at which time the entire program is explained to the parents. In addition, the parents are invited regularly to before-school meetings by grade levels for explanations and interpretations of given test results.

With the annual turnover being approximately 30%, a follow-up is comparatively difficult. Since we are an Army Dependent school, rarely is a student with us more than two consecutive years. The only means of follow-up on some students is obtained by means of contacts made by mailing transcripts, etc., and it is seldom that even graduates are able to return for a visit to their alma mater due to parent transfer. However, whenever possible, follow-up is made by means of conference and/or letter.

4. Present program for superior students.

Superior students were identified from the results of two mental abilities tests, an achievement test, a reading test, an aptitude test, former grades, and teacher recommendations. The two mental abilities tests were the SRA Primary Mental Abilities Test and the Otis Quick Scoring Mental Abilities Test. The Stanford Achievement Test was used. For reading, the Iowa Silent Reading Test was weighed. The Differential Aptitude Test was used. Grades earned in solid subjects the previous year were examined. Teachers were given the opportunity to recommend names or remove names from the list of superior students.

All students were placed in ability groups. We used the letters S, A, B (Superior, Average, Below average).

The primary purpose for our testing program is for guidance and curriculum plans for students, not evaluation. Possibly this is something for us to look into.

It was suggested that the "S" sections or "superior students" earn grades from 90 to 100. The "A" sections earn grades from 75 to 90. The "B" sections earn grades from 75 to 85. Any student who was found to be misplaced was moved during the year to another appropriate section. The report cards did not indicate the section of the student. The grades and sections were recorded in the office and all transcripts sent to colleges and other high schools have the grade section indicated.

A Math Functions class, a fifth year of mathematics, was added to the curriculum for the superior students.

5. Proposed STS Program for 1960-61

The identification procedure used will be the same as used in previous years.

Tests used will be those listed in the test section above. The cut-off point will be the top 20 - 25% on national norms. Student grades and teacher recommendation will have equal weight with test scores. This selection, using the criteria mentioned, will be made during the pre-school workshop in August. This is a flexible program and students may be placed in other sections as the need for change arises. The counseling program will remain as described above with added emphasis on the students participating in the STS Program. The added purpose of the interviews of the STS will be to see that students are using their abilities to the utmost and that future plans will develop their abilities for the betterment of themselves and society.

Motivation will begin with the teachers in the pre-school workshop where these needs will be described and discussed. Motivational techniques to be used will include participation in Beta Club, which initiates members in assembly programs twice a year, recognition at Honor Day, the local scholarship program of approximately $10,000 available to graduates with records high aptitude and achievement, personal conferences with teachers and guidance counselors encouraging them to make a personal commitment to use their God-given talents, various community sponsored activities available to high achieving students, Science Enrichment Program through the Medical Research Laboratory, the Great Books Club and other Clubs.

The administrative approach will include ability grouping, enrichment and acceleration of students on an individual basis. All students are placed in ability groups. The Science Enrichment Program with the Medical Research Laboratory will be continued. An Advanced Chemistry Class will be made available to these students. A fifth year of math will be made available to STS known as Analytic Geometry and Introduction to Calculus. The curriculum will be broadened by the following subjects to fulfill the needs of the talented students and others: Spanish I, II, III, IV, Ancient History, Modern History, International Politics, Creative Writing, and Dramatics.

Any materials or facilities for enrichment needed for the STS Project will be solicited or obtained by "mid-night requisition". Group conferences for parents are scheduled for the year to explain the school program and answer any questions concerning subject matter, grading, and the STS Project. Parents are required to participate in the registration of students at which time they will confer with the principal and counselors and sign a Curriculum Plan Card approving of the subject plans for that given year.

Test data is interpreted to students and parents collectively at announced meetings during the school year. Parents are invited for individual conferences.

The local newspapers and radio stations are interested in school activities and will be kept informed of the STS Project.

Evaluation will include: reaction sheets of students, teachers, and parents to determine the impact of the project on them. Standardized Achievement tests in math administered at the beginning and close of school in an heterogeneous group which will include 13 average and 13 superior students compared with tests given to a class of 26 superior students. Results will be examined to see the amount of learning and achievement for the superior student in the ability grouping. Comparison of the percentage of increase of STS graduates who go to college or advanced training with the percentage of former graduates.

Stoughton High School
Stoughton, Massachusetts

Submitted by
Thomas J. Whalen

DESCRIPTIVE REPORT OF THE STS PROJECT OF STOUGHTON HIGH SCHOOL

Stoughton, located approximately 20 miles south of Boston, Mass., is a semi-industrial, bed-room community with a population exceeding 16,000. There are mixed ethnic and religious groups which have been assimilated into a harmonious cultural complex. It is a community whose socio-economic status might be classified as middle-class. Community interest in education is evidenced by generous support of any proposal which will improve and enrich curricular offerings. Extensive school-building construction has been completed during the past decade and school enrollment projections for the next decade will require an ever-expanding construction program.

The schools are organized on a 6-2-4- basis with the following enrollments: elementary 2227; junior high 631; senior high 898. In the senior high school there are 325 students in Grade IX, 227 in Grade X, 178 in Grade XI, and 168 in Grade XII. It is a comprehensive high school committed to the ideals and aspirations of a democratic society with its concomitant awareness and interest in the worth of each individual. Evolving from this educational philosophy has been a curricular concept of planning and programming courses commensurate with the varied ability levels of our students.

Joseph H. Gibbons, Supt. of Schools, Thomas J. Whalen, Principal of the High School, and Albert C. Williamson, Director of Guidance, will be concerned with the general supervision of the STS Project. Mr. Gibbons will be responsible for general administrative duties including all budgetary items. Mr. Whalen will have the immediate supervision of the program specializing in the workshop functions. Supervision of the counseling facets of the project will be entrusted to Mr. Williamson. In addition to these administrators, a steering committee, consisting of department heads, will aid in the direction of the program.

Our testing program has been consonant with the basic goals of a comprehensive high school as evidenced by efforts to identify and evaluate aptitudes, the assessment of ability strengths and weaknesses, and the analysis of special skills and interests. The testing program, in general, includes intelligence tests (group and individual), aptitude tests, interest inventories and achievement batteries. Specifically the program includes the Otis, Stanford-Binet, WISC, Kuder, DAT, SCAT, Stanford Achievement and ETS Achievement.

The 1960-61 guidance program envisions a student-counselor ratio of 400 to 1 under the general supervision of Mr. Williamson whose case load will be 200. Assisting Mr. Williamson will be Mrs. Dorothy Manchester (400) and a part-time counselor (300). Anticipated services will include counseling interviews, group guidance, career forums, orientation programs, educational placement services, and follow-up studies. In addition to these services, the school, in cooperation with the Old Colony Association for Mental Health, provides a formal consultation program.

When the talented student project was originally conceived at Stoughton the emphasis was on enrichment. Students were grouped in accordance with ability levels in the areas of English, Science, Mathematics and Social Studies. Screening was done on the basis of intelligence scores, previous academic performance, teacher recommendations, and standardized test scores. These criteria were kept flexible as our primary goal was to find sufficient youngsters to warrant special sections.

In addition to the enrichment phase operative in the special class sections, the school made a concerted effort to find other means to implement the class work. The first major project was undertaken in cooperation with Boston College and assumed the form of a series of college-level lectures delivered by members of the Boston College Department of English. At the outset the program was modeled on the large-group lecture - small-group discussion technique. The Boston College lecturer would speak to a selected junior and senior group (approximately 120) and the individual teachers were responsible for carrying out the discussion. Seminars were held on a post-lecture basis to enable the local staff to formulate discussion guides under the direction of the lecturer. The program later entered a second stage wherein the college professors conducted seminars with small groups of students. A sample seminar would have been "Critical Analysis of Elizabethan Poetry". This program, the original lecture method and the seminar approach, enabled students to become acquainted with the college lecturing system and was intellectually stimulating to the more perceptive students. We also noticed improved articulation between college professors and secondary school teachers as a result of sharing common ideas and problems.

The success of this program encouraged the science department to organize a seminar program in cooperation with the New England Industrial Council. This latter group provided speakers of renown in the science field and our students were exposed to men such as Dr. Hynek, astro-physicist from the Smithsonian Observatory. We discovered an appreciable increase in student interest in matters of a scientific nature.

It is our hope to develop in the 1960-61 STS Project a program which will identify talented "non-achievers" and to provide substantive techniques that will salvage some of this wasted talent. We have hypothesized that the values inherent in our regional adolescent culture operate as one of the deterring factors in fulfilling its ordained educative function - to ensure each child of the realization and capitalization of his intellectual potential. One of our goals, therefore, is to develop effective techniques which will help to modify and refine the adolescent value structure so that more interest will be manifested by these talented "non-achievers" in things intellectual.

A second hypothesis is that the classroom teacher, by the very nature of her position, can, when properly directed and motivated, exert a positive influence in the modification of adolescent values. It is our intent to make the teacher the second focal point of our project. To obtain faculty support we intend to explain the significance and nature of the project at an early date. Soliciting their aid and cooperation, we hope, will prove psychologically beneficial.

The project will be adapted to the talented "non-achievers" at the tenth grade level. This group was selected for the following reason: there is a suspected sample of talented "non-achievers" at this grade level; a large body of data relative to abilities, aptitudes, etc. is available for this group; it will provide an opportunity to work with the group for three years; this particular age-group is in the process of shedding early teen values and accepting the mores of the middle-teens - this, we feel, provides a tangible area with which we can work.

There are two criteria for student participation in the project: (1) teacher evaluations of students who are not measuring up to their high levels of expectancy; (2) recommendations from guidance personnel relative to students of "tested" academic potential, but who manifest inferior academic performance. If a student satisfies one of these criteria, he is eligible for possible inclusion in the program.

The steering committee would assist in the second faculty meeting to discover those teachers who meet the following requirements: (1) talented "non-achievers" are in their sections; (2) there is genuine and professional interest on the part of the teacher to work for the success of the project. We think that it will be incumbent on the administration, guidance and steering committee to plan an agenda that will ensure faculty support and participation.

Our next step would be the administering of two tests of a value design nature to all students in Grade X. The first is the Colman Text which explores many facets of the youth culture and the second is the Stouffer Y.E.P. The guidance department will make analyses of these tests to provide individual and group data.

Following the student and faculty screening, the administrative and guidance staffs would institute a series of workshops to explore such areas as the psychology of learning, the socio-economic factors affecting education, the adolescent culture, the need to individualize instruction. It is hoped that the workshops will do two things: (1) rekindle the teacher's perception of those problem areas affecting the teaching-learning situation; (2) develop a sense of teamwork and a community of interest in a common problem.

While teachers are working with the individual students in the class setting, guidance personnel will be counseling these students at regular intervals, the regularity is yet to be determined. Any new or different data, unless of a confidential nature, will be shared with the participating teachers. Teachers, in turn, will be encouraged to share with administration and guidance any new data they might uncover.

The following areas which are germane to the project will be the subject of further exploration and study by administration, guidance, steering committee, and participating teachers:

1. Should there be a control and an experimental group?
2. If there is to be a control group, how should it be constituted?
3. What instruments should be utilized for evaluation?
4. How should evaluations be made, by whom, and how often?

Wy'east High School
Hood River, Oregon

Submitted by
C. Wayne Flynn

DESCRIPTIVE REPORT OF THE STS PROJECT OF
WY'EAST HIGH SCHOOL

A. Setting of the School

WY'east High School is a rural county high school located in the heart of the fertile Hood River Valley nestled at the base of snow-capped Mt. Hood, one of the scenic attractions of northern Oregon. The county is the smallest of the state, extending only approximately twenty five miles east and west and nearly thirty five miles north and south. Located in the county are approximately 13,000 residents mainly engaged in fruit production and lumbering. Bordering the town of Hood River is the beautiful Columbia River, source of much of the electrical power supplied the region.

The residents of the Hood River Valley have diverse interests, but exhibit a considerable amount of interest in cultural activities. The Hood River Music Association supports both a junior and senior symphony orchestra, importing a conductor from Portland. An active art club and writer's club also exist in the valley. One interest shared by all is an active interest in an above average school system exhibited by the fact that the county ranks in the upper portion of the lower third in the state in ability to support its schools, but is paying taxes which place it in the lower portion of the upper third.

Wy'east is a school of approximately 530 students with 28 staff members. Enrollments for the 1960-61 school year will include 140 freshmen, 130 sophomores, 140 juniors, and 120 seniors. Population in the area is comparatively stable.

The school curriculum is comprehensive. Course offerings include a complete program in language arts, four years of science and mathematics, four years of social studies, a complete business education department, three years of industrial arts, four years of physical education, three foreign languages, four years of Vocational Homemaking and Vocational Agriculture, and Vocal and Instrumental Music.

A complete program of co-curricular activities are offered on an after school basis with the school district supplying activity busses each evening.

Administrative officers of the school include Donald K. Shelton as County School Superintenden, C. Wayne Flynn as Principal, and Charles Bowe as Vice-Principal and Dean of Boys.

B. Personnel and Cost

Persons in the school who will be concerned with the project include C. Wayne Flynn, Principal; Charles Bowe, Vice-Principal and Dean of Boys; Nadine Eccles, Dean of Girls; Teachers of Honors Seminars, and members of the faculty as a whole.

The principal of the school will supervise the project. The Dean of Boys and Dean of Girls will work with identification and counseling. They will also counsel with parents. The faculty guidance committee will serve as a coordinating group. Teachers of Honors Seminars will work directly with the talented students in these classes.

The principal and vice-principal will work with public relations.

The principal cost to the school district will be for the increased time for counseling and for the increased cost of the additional testing program. This is estimated at $1100.

C. The Present Guidance Program

The testing program includes those listed below. You will note that we use the results of elementary achievement and mental ability tests so that we will have the opportunity to see patterns.

Name of test	Grades given
California Test of Mental Maturity	3, 5 & 9
Iowa Basic Skills (begins in 1960-61. The California Achievement was formerly used)	4, 6 & 8
Iowa Tests of Educational Development	10
Orleans Algebra Prognosis (late spring)	8
Kuder Personal and Vocational Records	10
National Merit Scholarship Qualifying Test	11 (College prep)
General Aptitude Test Battery	12 (Terminals only)

The counseling program consists of two counselors, one for all girls, and one for all boys. Each counselor has four periods per day for counseling. The student-counselor ratio is 1:432. Our counselors do not handle discipline. The purpose of our counseling is to help the individual know himself better. Counselors assist the student in selecting courses, interpreting test results, vocational planning, solving individual problems, placement, and preventive help when it is indicated.

The informational program includes student handbooks which give information about the school, its policies and opportunities. Orientation units are included each year in the English classes. The Freshmen have a unit on orientation to high school and how to study. The Sophomores have a vocational investigation unit, the Juniors have a college or vocational training investigation, and the Seniors learn how to apply for scholarships, college, vocational training or work. Special informational programs include "Preview Night" for 8th graders and their parents, College information for students and parents, Armed Forces information for students in Junior and Senior classes, and Career opportunity programs.

The Follow-up program consists of a yearly follow-up of the previous graduating class which was begun last year. A repeat will be made every five years.

D. Present Program for Superior Students

We identify our superior students by using test results, grades earned, teacher recommendations and counselor evaluation. No student who has an I.Q. below 110 and who places below the 65th percentile in the ITED is eligible for consideration.

At present we are grouping by ability in English classes. In the Freshman, Sophomore and Junior classes, we have placed the bottom 25% (slow learners) in special classes. The upper 75% are in heterogeneous grouping. In the Senior class, those planning college and others with ability in the top 30% were grouped in special classes.

We have two classes for Seniors who are in the top 20% of their class in respective areas. One is an honors class for social studies and English, the other is for mathematics and science. These classes are of the seminar type with emphasis upon individual and group projects, exposure to college level work, research techniques, group discussion, outside resource people and field trips. No student may take both classes.

E. Proposed STS Project for 1960-61

1. Identification procedures expected to be used.
   a. California Test of Mental Maturity
   b. Iowa Test of Educational Development
   c. Orleans Algebra Prognosis Test
   d. Y E P Test administered to 10th graders
   e. Recommendations of teachers
   f. Previous marks
   g. Counselor's evaluation

2. The Counseling Program
   a. Continuation of present counseling program
   b. Allow one additional period for counseling daily
   c. Interview students identified as talented at least twice additionally during the school year.
   d. Additional interviews for underachievers in the talented group as often as possible.
   e. A positive program of informing talented students of their potential, assisting them in discovering interests, needs, abilities, etc.
   f. With the aid of the project director, attempt to secure the services of a psychological consultant from Portland State College who will make time available for counseling certain talented non-achievers with special problems.

3. Motivational Techniques to be used.
   a. Letters to parents of those identified as talented
   b. Parent-student interviews for talented students
   c. Scholastic Achievement Banquet for talented students and parents
   d. Publishing Honor Roll

e. Honor Bulletin Board
f. Motivation and Assistance in applying for scholarships
g. Invitation to Joe Berg Foundation to visit community to explain program
h. Presentation of academic letters to students who maintain a 3.6 grade point average
i. Newspaper releases on academic achievement of individual students
j. Attempt to motivate local business and industry to provide additional scholarships for deserving students with need
k. Work with local banks in setting up systematic savings plans with parents to insure post high school educational opportunities for their sons and daughters where these students have been identified as talented. This will be started at the junior high school level.
l. Contact the colleges and universities in the state with the aid of the project director. Encourage them to allot scholarship funds to aid capable students identified as talented who would find it impossible to otherwise obtain a post high school education. This program would operate in conjunction point K above.

4. Evaluation Techniques.
   a. Bi-weekly meetings of faculty guidance committee to assist with coordination of program
   b. Subjective evaluation during faculty meetings
   c. Prepare an analysis of students who according to statistics on record would have been considered talented under the STS Project. This analysis will cover the past three years. From follow up studies already conducted, determine numbers who have or are pursuing a post high school education
   d. Initiate a continuing record which will provide an analysis of pertinent information relating to students who are classified as talented under the STS Project, continuing follow-up studies each year on these students to determine numbers pursuing and completing a post high school education.

F. Plans for presentation of the STS Project to the faculty

1. Special workshop prior to the beginning of school in the fall.

Hanna High School
Anderson, South Carolina

Submitted by
H. W. Sandlin

DESCRIPTIVE REPORT OF THE STS PROJECT OF HANNA HIGH SCHOOL

Setting of the School

Hanna High School is one of three comprehensive high schools located in Anderson, South Carolina, an industrial community of approximately 40,000 inhabitants. Though the textile industry predominates, there are various other manufacturing industries, as well as an extensive agricultural population served by the community. Anderson is a growing, thriving community, but it is not a wealthy one.

Hanna High School, with a student body composed of girls only, will have an estimated enrollment during 1960-1961 of 240 students in the tenth grade, 235 students in the eleventh grade, and 205 students in the twelfth grade. The ninth grade will be added to the student body in the fall of 1961, at which time the school will move into a new building now under construction. The school has a three-track curriculum: the college preparatory course, the commercial course, and the general education course. Approximately 35 per cent of the students elect the college preparatory course, about 30 per cent the commercial course, and the remainder the general education course. A number of the commercial students take some additional training beyond high school; some of the general education students do also. Most of the students with an average of B or better carry five academic subjects; the other students take four.

Personnel and Cost

The principal, Mr. Hiram W. Sandlin, will be directly responsible for the total program of the STS Project. He has assigned Miss Margaret Hood, a teacher counselor, to assist him in coordinating the program. Both will devote whatever time is necessary to ensure that the Project operates smoothly and effectively. The estimated cost of the Project to the school is yet to be determined.

The Guidance Program of the School

During the school year 1959-1960, the Otis Quick Scoring Mental Ability Test and the National Educational Development Test were given to all tenth grade students; the National Merit Scholarship Qualifying Test to all eleventh grade students; the Preliminary Scholastic Aptitude Test to all college preparatory eleventh and twelfth grade students who wished to take it; the South Carolina Second Year Algebra Test to all second year algebra students; the Cooperative French Test to all French students; and the Cooperative English Test to several sections of eleventh and twelfth grade English students.

At Hanna High School every student is assigned to a homeroom teacher who has, in addition to a class period with the student, a twenty minute homeroom period every day for both group and individual guidance. Two teachers have one period each of released time for counseling and a third teacher counsels for four periods, a total counseling time equivalent to one counselor for approximately 275 students. The counselors are concerned with the administration of standard tests and the interpretation of test scores, with the student's selection of a suitable course of study, with his vocational and educational plans beyond high school, and with his personal problems. Students and parents are kept informed through an orientation program, open house, a student handbook, and conferences with both students and parents.

Present Programs for Superior Students

Superior students are identified by test data, classroom achievement, and teacher judgment. After the students have selected their courses of study, they are sectioned according to ability, and the able students are held to high standards of performance. No satisfactory system of grading which does justice to slow, average, and superior students, and yet differentiates with any precision between their abilities and performance has been devised.

Proposed STS Program for 1960-1961

Because Hanna High School was not informed of and did not enter the STS Program before the student schedules for 1960-1961 had already been made, the test scores obtained from the tenth grade students during 1959-1960 will be used to identify the superior students. Students having an IQ of 112 or above will be considered for the program and will be accepted for it if the Otis scores are confirmed by NEDT scores. A student whose Otis score is below 112 but whose NEDT score and subject grades are high will be considered for the program. Teacher judgment will determine whether students with borderline test scores are entered in the program. Indications are that about 65 students or approximately 28 per cent of the rising eleventh grade will be enrolled in the program.

The counseling program for 1960-61 will be similar to that of 1959-60. However, it is hoped that more counseling time can be arranged for the counselors. Three counseling sessions will be provided each semester for the students identified as superior, and additional interviews will be arranged with those students who seem to need them. The purpose of the interviews will be to help the student recognize her potentialities, to motivate her to develop fully her capabilities, and to get her to consider seriously the benefits for herself of some formal education beyond high school. Among motivating techniques used will be parent and student interviews, an emphasis in the school in scholastic recognition, systematic and intensive counseling, the orientation of the faculty, and an increased effort to help students to get scholarship aid.

One of the primary responsibilities of the administration will be to provide for the superior students teachers who have the personality, enthusiasm, and ability to carry forward a successful program for these students. Because the project should have the cooperative support of the entire staff, all of the teachers should be fully informed of the program and kept aware of how it is proceeding. If the teachers have an intelligent and sympathetic understanding of the program, they can be very helpful in informing the public.

Other methods of getting information to the public will be interviews with and letters to the parents, and release of information through the press, the school paper and at open house meetings.

The STS Project will be evaluated by the administration, the teachers, the parents, the students, test data, and a follow-up of the students.

Bennington High School
Bennington, Vermont

Submitted by
Mary E. Hutton
Geoffrey Graham

DESCRIPTIVE REPORT OF THE STS PROJECT OF BENNINGTON HIGH SCHOOL

1. Setting of the School

The Town of Bennington comprises 36 Green Mountain square miles and includes 3 incorporated villages: Bennington, North Bennington and Old Bennington. North Bennington has a separate, complete school system. Old Bennington and the rural area circumferentially surrounding the Village of Bennington have a separate 1 thru 9 system. In the Village a parochial (Catholic) system closely parallels in size the public school system of which Bennington High School is a part. The rural district pays tuition to either the public or parochial school for their pupils in grades 10, 11, 12.

The population of the complete area approximates 13,000, with some 8,000 residing inside village limits. Farming and fabric mills have been replaced in large measure by 2 good-size paper lithographing and 25 small manufacturing plants. Ski enthusiasts, tourists and vacationers are substantial economic contributors. There are 15 churches, no year-round movie house, a YMCA, 30 fraternal and/or social organizations, 80 motels, 150 professional offices, 3 libraries. The population provides a cross-section of humanity, with an above-the-nation-average of working mothers (estimated at 1 in 3).

Bennington High School had a 1959/1960 student population of: 72 in grade 7; 68 in 8th; 80 in 9th; 104 in 10th; 87 juniors and 71 seniors as of October first. That 482 total is expected to rise to 525 this fall. An average of 25% of graduates go into 4-year colleges upon graduation; an additional 15% take post-secondary training in other institutions, and some continue schooling after service experience. We are thus a comprehensive school with business, industrial arts, home economics and one vocational area available. The curriculum is broad for our size, and we take parochial students in our shops. Strong vocal music and band programs flourish, along with numerous clubs and organizations. As many boys as girls remain to graduate, with an annual drop out rate of about 5% to 7% and a student median I.Q. of just about 100.

2. Personnel and Cost

Miss Mary E. Hutton, Counselor, will devote three half-days per week to the development of the program. As a newly retired teacher-counselor, this immediate re-entry to service will provide her total school commitment. Geoffrey Graham, Principal, will be an active participant in faculty orientation and stimulation (hopefully!) as opportunity and planning develop. We have drawn from a previously "closed" budget an amount of $1,000 for the STS Project for this next year. We expect some additional expenses to be absorbed within existing budget items. The faculty approved our application for participation in the STS Project before it was completed.

3. Present Testing Program

In our testing program, the Kuhlmann-Anderson test of mental maturity, Form C, is given in grade 3; the California Test M.M. 1950-S Form in grade 5; the Otis Quick-scoring (Beta) in grade 8; the A.C.E. Psychological in grade 10; and the Ohio State Psychological to the college-bound in grade 11, when the Otis Quick-scoring M.M. is given the non-college bound.

California Achievement Tests in Reading, Arithmetic and Language are given in grades 4, 5 and 7, with STEP tests in writing, arithmetic and reading in grades 6, 8 and 12. The D.A.T. tests are given in grade 9. In grade 11 the Brown-Carlson Listening Test is given and, in grade 12, the U.S.E.S. Aptitude Tests to a special group. Cooperative tests are given in Elementary Algebra, in Intermediate Algebra and in U.S. History.

There is a full-time Guidance Director for K thru 12, assisted by three Teacher-Counselors who together spend a total of 32 periods of a 39 period week in counseling. There is also a full time guidance secretary. The student-counselor ratio is 160 - 1. Counseling is concerned chiefly with guidance in course selection and in adjustment and orientation to the school situation. Student emotional difficulties are also the counselor's concern with, however, the possibility of referral to the United Counselling Service, which is subsidized by the school district in return for those services. The Guidance Director works with seniors for college and job placement.

4. Present Program for Superior Students

Orientation visits are arranged for in-coming seventh graders, and for those entering in 9th or 10th grades from several rural schools. An open house for parents of ninth graders has proved successful, usually in October. Parents of all 8th graders are urged to come to school to plan the 9th grade programs. Parent-Counselor interviews are frequent. An active follow-up program for all graduates is carried on for five years after graduation.

For many years a program of ability grouping has been carried on in grades 9 - 12, with group selections based on test results including NEDT and NMS scores, school grades, classroom teachers' and counsellors' recommendations. In addition, for two years a so-called "Intensive English" course has been arranged for superior 11th and 12th graders. This is one class with a maximum enrollment of 15. Superior ninth graders now study biology and follow it with chemistry and physics, with project work for the most capable projected for them in 12th grade. There has been as yet no particular marking system used for these groups other than that of the whole school.

It is increasingly our belief that any classroom learning by students is a product of positive, healthy inter-personal teacher-pupil relationships and is related to teacher maturity, creativity and imagination. Looking forward to 1961 and beyond, we see as our responsibility to our youth, and to STS, to improve our instruction through carefully developed mixtures of the old and the new in "teaching". Thus, in addition to the 1960/1961 specific program outlined below, administrators and teachers in all instructional areas will be asked to read and study provocative professional material so that in-service growth programs will be sought, provided and utilized in the years ahead.

5. Proposed STS Program for 1960-61

To identify our Superior and Talented Students we shall review the records of tests named above as already in use in our school, taking an I.Q. of 115(tentatively) as the cut-off point. In addition, we shall study the school grades and teacher judgments of these students. We shall expect to interview each student at least three times each semester for the purpose of making him fully acquainted with his potentialities as revealed in his tests, to gain further insight thru the Y.E.P. test, which will then also be discussed with him, and to explore with him his interests and talents. Underachievers spotlighted in this identification program will be screened and a number (to be agreed upon mutually by the local United Counseling Service and the school) will be jointly the subject of a real work-up.

Motivation Techniques will be sought from new grouping. All 100 of the 11th grade U.S. History students will have double periods 1, 2 or even 3 times a week. We can thus bring in resource people more frequently, effectively and equitably for all. Individuals will meet in small and average groups at other times. A new school bus has been purchased especially for field trips. Historic sites and legislative sessions will be visited. A teacher skilled in writing has been assigned to those U.S. history instructors who have already been given this 1st team teaching experience. He will help stimulate and coordiante individual research projects in history-English topics. We plan independent study experiences for some, as well as discussions, panels, debates and other activities in small and large groups. Thus there will be eminently less of the prosaic teacher-class relationship as new techniques, situations and use of resources are introduced.

Furthermore, several English classes will benefit from units in writing presented by this new staff member, whose assignment to regular classes will take a minor fraction of his time. When he assumes another teacher's class for units in writing, that teacher is 20% freer, temporarily, to further his work with his other classes.

The sum of this, we anticipate, will be motivation thru experienced teachers spreading wings in new instructional patterns, thru resource specialists introducing "dine out" variety in presentations, and new student responsibilities to receive, research, reflect and respond to the above.

The administrative approach to programming has been the setting up of the above scheduled opportunities, and will require the support of and participation in and planning of this team teaching project and the Lloyd Trump type time-use variations. It also included the procurement of the additional English teacher, and will necessitate the imaginative and effective use of his talents.

Public relations will require that students' anxieties in an unfamiliar situation be lessened, and that parents be fully informed. Parents and community will be involved as resource people, and possible as "lay readers". Teachers will be invited in to witness this project during any free time, and provision for release from a class or so will be made by sharing loads in those class periods.

Evaluation of the porject will be through tabulated responses to queries as to the effectiveness of various presentations, and through comments of the parents and teachers; also, there will be comparisons of Cooperative U.S. History Test scores in past years and those of the coming years.

Issaquah Senior High School
Issaquah, Washington

Submitted by
Charles M.
Fallstrom

DESCRIPTIVE REPORT OF THE STS PROJECT OF
ISSAQUAH SENIOR HIGH SCHOOL

Background Material on the Issaquah High School Area

Issaquah High School is the center of a large district serving students from rural and suburban areas. Many of the students come from pioneer families where both parents and grandparents have received their education in the district. Several distinct community areas are represented in the district. The early pioneer families made their living from the coal mines, forests, and small dairy farms. Today the suburban movement has brought business and professional men into the district giving a broad cultural and economic background to the student body.

About 20% of the population is composed of business and professional people. The majority of the population is composed of men who work at the skilled or semi-skilled jobs in and around the Seattle area. About 10% are engaged in logging or forestry and operate part time farms.

A study of the graduates of the high school indicates that between fifteen and twenty-five percent of the graduating classes enroll in college. About 60% of the girls go directly into the commercial and selling jobs in the Seattle area. About 40% of the boys are employed by Boeing or a subsidiary of Boeing. 10% go into the armed services and about 10% go into agriculture, forestry or related fields.

Past Programs for Superior Students

Standardized tests show a normal curve of learning with about 25% of the students in the above average group; 20% fall in the lower learning group with the remaining percentage in the middle average area. A strong academic program of college preparatory work is offered to the students in the upper ability groups. A four year language arts program, a four year math program, a three year foreign language program, a four year science program, and a four year social studies program (the junior high's ninth grade subjects comprise the first year of this 4 year program.) Students with potential college ability are counseled into getting a strong academic background and to develop any avocational areas of special interest by enrolling in at least one non-academic area each semester.

The plan of grouping students is not rigid but pliable. Interest, drive, previous success in the subject, I.Q. and reading ability are used as determinants in grouping students in language arts and mathematics courses. Students studying foreign languages will be placed in classes emphasizing English grammar to strengthen the students background and to build continuity.

Gifted and dedicated students are given opportunities to explore fields of interest through a plan of original research under the guidance of faculty members. Under this plan a student who shows talent or dedication to an interest area is assigned to a teacher who has creative ability in the area of the student's interest. The student must give up his study period to spend an extra hour with the guiding teacher. The student will help fellow students and explore an area of interest using the materials available in the school for research. This program is used in chemistry, physics, mathematics, foreign languages, and industrial arts. Evaluated evidence obtained by follow-up studies indicates that these students have become more dedicated to their interest area in high school and follow it up with professional studies in college or on the job training.

The program of any school is controlled by the budget and the amount a district can put into building its curriculm.

Issaquah High School - A senior high school, grades 10, 11, & 12, estimated enrollment for 1961-62, 500 students. Present staff, 24 teachers, 3 half day counselors, one principal, and one superintendent. Location - 15 miles east of Seattle in a rapidly growing residential district. Twelve members of the staff have masters degrees and have more than five years experience. Four members of the staff are second year teachers. All teach in their major fields.

Talented students - for the Issaquah project-shall be those students who have potential superiority in scholarship, music, art, or any other worthwhile human endeavor whose development the school may assist. Students identified as superior and talented will be first identified by the use of group mental ability tests. Scores of approximately 110 or above in terms of I.Q. or roughly the top 25 percentile.

I. Identification of talented students

  A. Tests
    1. California Mental Maturity - grade 9
    2. Differential Aptitude Test - 10th
    3. Iowa Test of Educational Development (9th - 12th grade)
    4. Otis Quick Scoring Mental Ability - 11th grade
    5. STEP Writing
    6. P.S.A.T. and C.E.E.B. - 11th and 12th grades

  B. Cumulative Records
    1. Each teacher has made objective observations and evaluations.
    2. Report card marks and comments.

  C. Teacher Observations
    1. Teachers recognize interest and aptitudes of students.
    2. Student-teacher conferences.
    3. Anecdotal reports by teachers.

  D. Counselors Interviews and Reviews
    1. Counselors review students past records
    2. Counselors interview students
    3. Counselors interview parents
    4. Counselors interview teachers

II. Programing for talented students

A. Providing for groups of Similar Abilities, Interests, Aptitudes
  1. Students will be grouped in English, Math, Science and Modern Languages.
  2. Student groups will be programed with teachers interested and well prepared in particular fields.

B. Equipment and Materials
  1. Classrooms to be equipped with variety of materials and texts.
  2. Labs to be equipped and arranged to provide special areas for extended experiments and exploration.
  3. Advanced books, periodicals and pamphlets to be available in the library.

C. Resource People and Materials
  1. Resource people of known ability and keen interest in field of work will be invited to classes.
  2. Field trips.
  3. Temporary use of industrial materials, on loan basis.

D. A Program for Students with High Aptitudes and Interest in Special Areas
  1. Assign student to a talented teacher.
    a. Student acts as aid to teacher
    b. Student carries on special readings and research projects under teacher guidance.
  2. Provide advanced sections in certain classes

III. Counseling students with talent

A. Students will have three regularly scheduled interviews with counselor and others as needed.

B. Teachers will have opportunities to counsel with student on special talents.

C. Lay persons who are successful in areas of students interest can be made available for student counseling.

D. Counselor should have counseling period in which both parent and student are present.

E. Counselors should summarize and evaluate progress of talented students each quarter. Counselor and teachers should evaluate schools program for talented students each quarter.

F. Finally, counselor and student should evaluate together.

IV. Follow-up

A. Tests - use test to measure growth of student each year. Iowa test of

Educational Development.

B. School should keep in contact with student for at least three years after graduation. By questionnaire, and college conferences, and visitations.

Stevenson High School
Stevenson, Washington

Submitted by
Donald E. Leer

DESCRIPTIVE REPORT OF THE STS PROJECT OF STEVENSON HIGH SCHOOL

Stevenson is located in the heart of the Columbia Gorge on the north bank of the Columbia River. It is approximately 50 miles from Portland, Oregon and Vancouver, Washington. It is the county seat and has a population of around 1,500. Its principal industries are concerned with timber, since 80% of the county lies within the Gifford Pinchot National Forest. Large amounts of money are turned back to the county through sale of national forest timber and are distributed between roads and schools. The financial condition of the schools has made it unnecessary to call for a special school levy in some years. Several government fish hatcheries and Bonneville Dam bring biochemists and engineers into the community, who, with loggers, make up a populace with divergent training and backgrounds.

The school is the only high school in Skamania County, serving 5 elementary districts, 3 of which are out of the district. The school population for the year 1960-61 will consist of approximately 83 in th 9th, 63 in the 10th, 75 in the 11th, 60 in the 12th, or a total of 281.

The comprehensive nature of the school and the local support has made it possible to develop a program comparing most favorably with schools in the 500-600 class. Special efforts have always been made to experiment with new ideas and, as a result, such items as acceleration, enrichment, grouping, no- study halls, seminars, special education for the less able, up-grading, etc. are identified many times with the school.

Extensive programming of co-curricular activities is also a distinguishing characteristic. Activity buses leaving school at 5:30 make it possible for at least 60% of the students to participate in scheduled after-school activities. These vary from athletics to drama, school paper, intramurals, instrumental groups, rally squad and committee work. The high school is also the social center for high school students and makes special effort to provide an adequate program for all. Student participation in all phases of the school activity program to which each can contribute is emphasized, and the school has become widely known for its leadership in student council work.

Personnel and Cost

Allen B. Hoffman, Superintendent of Schools will be involved in the program in an advisory capacity. Donald E. Leer, Principal and Marion W. Crews, Counselor, will be involved in the organization and development of the total STS Program. Other personnel will be directly involved in testing, counseling and public relation work. The number and identity will be determined as the project is thought through and the needs determined in staff meetings.

Present Guidance Program

Primary counseling is done by home room and classroom teachers, special counseling by the half-time counselor, and two part-time (1 period per day) counselors, with extreme cases referred to the area psychologist. No discipline cases are handled by the counselors.

Tests are administered by the half-time counselor and by designated members of the staff. Tests include:

9th grade: Orleans Algebra Prognosis, Cooperative Science Test, Essentials of English Test (Placement purposes); Heston Personal Adjustment Inventory, and a Student Questionnaire. NEDT.

9th-12th grades: California Tests: Interest, Aptitude, Mental Health and Mental Maturity (Given every other year); Cooperative English Test.

The National testing programs include: National Merit; PSAT; SAT and NEDT.

Special Reading Class is given the Diagnostic Reading (SRA) and the Nelson Silent Reading Test.

The WAIS, WISC and Binet are administered by the area psychologist.

Some group counseling has been done on all levels. Systematic counseling has been restricted to seniors in job planning and college and scholarship applications; juniors, to National Merit score interpretations; sophomore and freshmen, NEDT score interpretations; and handicapped, or students with special needs, to programming.

Much counseling in a school of this size is on an informal basis since a teacher may have students in more than one class and for more than one year, thus making it possible to know the student and some of his problems.

Information on the program is presented to students in the Student Handbook, and to the parents through the Look-In School portion of Tri-Hi programs, group meetings and through personal contact.

Our follow-up program on drop-outs has been on an informal basis--students supplying much of the information. Follow-up of college students has been, in part, by campus visits of the principal or counselor, and by personal contact with the students at vacation time.

Students in our advanced classes have been identified through a combination of ability test scores, IQ and teacher recommendation. 9th graders who are more able in math are placed in Algebra 1a, Geometry 1a, Algebra 3, Trigonometry, and Math Analysis. Science Seminar and English Seminar has been restricted to those whose performance seems to make this a worthwhile experience. In the Seminars, advanced math, and English 10 (College Prep), grades have been upgraded, a C becoming a B; a B an A, etc.

Purpose

To provide a program for the development of special abilities, talents and skills of the students of Stevenson High School.

Preface

Stevenson High School has been providing a program of acceleration, enrichment and modified grouping in Science, English and Mathematics for the past several years. In the interest of developing a more complete program, we would like to not only explore further in these areas, but include also, other academic and non-academic subjects.

Suggested Outline of Procedure:

A. Identification--to determine students with special skills and abilities who should be included in the program.
    1. In the following areas:
        a. Academic subjects
        b. Art
        c. Music
        d. Creativity
        e. Physical skills
        f. Dramatics
    2. By one or more of the following methods:
        a. Interest Inventory (Kuder?)
        b. Achievement Test (California and Iowa)
        c. Past performance
        d. Teacher Observation
        e. Reading skill (Test to be determined)
    3. Cut-off points vary according to several factors above, class size, and options left open for those who are cut off

B. Counseling
    1. Achiever
        a. To encourage the student to participate in advanced, accelerated and enriched classes
        b. To assist a student in recognizing new-found talents or skills and encourage him to work to his potential in these areas
    2. Under-achiever
        To assist the student in recognizing and meeting his total potential
    3. Group--through individual home-rooms and combined home-rooms
    4. Frequency--2-4 per individual per year, depending on need, personnel and time available

C. Motivational techniques--Undoubtedly we will continue to use our present system or up-grading whereby a next higher grade is granted in "fast classes". Other techniques to come from teacher suggestion. (Much experimentation is expected here)

Implementation

After identifying any and all students with special talents, abilities and skills, effort will then be made to schedule them into one or more classes designed to accommodate such a student. Organization of the curriculum for the fall term of 1960 seems to indicate, at least at the present time, that these classes will be as follows: English, Science and possibly Social Science seminars; modified grouping in Algebra, Geometry, Senior English and possibly other English sections and upper science; enrichment classes--serving as student aides in Home Economics, Physicial Education, etc.; Advanced--3rd year Foreign Language and upper Mathematics; regular classes--Art, Music; Individual work--Music.

Approach to Programming

Presentation of the whole program to the staff with the thought in mind to involve as many as possible in some phase of it, whether it be in counseling, test administration, steering committee, or any other involvment that they may see as an aid in developing the project. Inasmuch as the success of the program depends on the staff, it should be their privilege to help organize it.

Public Relations

At this time it is possible to visualize at least five medias: (1) groups of parents whose children are included in the program; (2) individual parents; (3) community groups; (4) press releases; (5) Board of Directors. Other possibilities may present themselves as the project progresses.

Evaluation

Periodic review of the program by the staff to determine progress, needed changes, additions, etc. Opinion polls, group interviews with students, individual or group parental interviews, follow-up on graduates, are other possible techniques.